BUILDING QUALITY, SCALE, AND EFFECTIVENESS IN AFTER-SCHOOL PROGRAMS

Supplementary Papers to Accompany The Summary Report of the TASC Evaluation

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The TASC Program Approach

This paper on the TASC evaluation describes the overall goals and mission of The After-School Corporation (TASC), the after-school service approach that it adopted, the resources and partnerships that support TASC, and its efforts to develop an after-school workforce. It draws on information collected in the TASC program evaluation from school year 1998-99 through 2003-04, with data collection concentrated in the first four years of this period.

Profile of TASC Projects

In school year 2003-04, TASC supported a total of 242 school-based after-school projects, including 186 projects in New York City and 56 projects located elsewhere in the state. TASC-affiliated projects in 2003-04 served approximately 50,000 students, 41,200 of whom were enrolled in the public schools of New York City.

TASC Goals and Mission

From its founding, TASC has worked to advance two interrelated goals:

1. Increase the availability of after-school opportunities by providing resources and approaches for establishing new projects and expanding existing projects

2. Enhance the quality of after-school services by incorporating research-based program components that are associated with student success and program sustainability

These goals have led TASC to engage in the rapid development and scaling up of after-school programming, in itself a major logistical accomplishment, and also the implementation of project monitoring, technical assistance, and professional development, along with the creation of special initiatives to address the relationships and supports that sustain TASC's network of after-school projects.

Underlying TASC's goals is its central mission, which is to advance the principle that high-quality after-school programming is an appropriate public-sector responsibility. Historically, after-school programming has been seen as a private good, supported by private citizens and from which private individuals reap benefits. Although this view is not universal across every community in the United States, a sense of public responsibility for after-school programs has tended to characterize only those communities with high levels of both resources and public commitment to supporting children and families. And in these few

communities, after-school programs are often the first public expenditures to be cut when budgets tighten.

TASC's mission, in effect, calls for it to demonstrate that high-quality after-school projects can be created, operated, and sustained in partnership with public schools and with other public and private partners. Moreover, the mission posits that these projects can attract significant numbers of children on a regular basis and can offer them important developmental opportunities, all at no out-of-pocket cost to participants or their families. Finally, according to this mission, these projects and the opportunities they offer can increase the likelihood that participants will succeed in school and in life generally.

An important element in achieving TASC's mission is the dissemination and use of evidence produced and reported by evaluation. Objective, third-party evaluation is one of the central vehicles through which TASC expects to demonstrate that it can, in fact, create, operate, and sustain partnerships that support after-school services for significant numbers of children. To help achieve its mission, TASC has used evaluation findings to determine whether the program's after-school services can offer learning opportunities that benefit participants in measurable, significant ways.

The TASC Approach to After-School Programming

Under the TASC approach, after-school services are provided through a partnership between a public school (known as the host school) and a local nonprofit organization with ties to the community served by the school. All students enrolled in the school are eligible to participate in the after-school project, which provides services from the end of each school day to approximately 6 p.m. Services are free of charge and intended to supplement the learning experiences of the regular school day. Programming generally emphasizes academic enrichment, homework assistance, the arts, and recreation.

The intent of this program approach is to combine community connections, child and youth expertise, cultural resources, and specialized foci of selected nonprofit organizations with the academic focus, facilities, and access to students provided by public schools. As described in a review by Fashola (1998), TASC's program model differs from day care because of its greater academic focus and goals. It also differs from what Fashola characterizes as "academic extended-day" programs, in which the after-school opportunity is academically focused and instruction is virtually a continuation of the regular school day. While the TASC model seeks to connect after-school learning to the host school's academic program, it does so with greater emphasis on arts, culture, knowledge application, and recreation than is possible during regular school hours. The TASC model also uses different delivery methods, employing extended projects,

student collaboration and creativity, and performance events to a much greater extent than is typical during regular school hours.

To implement this approach, TASC awards grants to projects that are dedicated to promoting academic learning, healthy child and youth development, and reduction of anti-social behavior. The core program components supported by TASC include:

- A full-time, year-round site coordinator who manages program operations and builds connections between the after-school project and the school, parents, and community
- A staff that may include: licensed, pre-service, and retired teachers; trained youth workers; content specialists; parents; volunteers; high school and college interns; and participants in VISTA and AmeriCorps
- A relatively low adult-student ratio of approximately 1 to 10
- Educational enrichment and homework help
- Support for the performance standards and benchmarks for student achievement established by the New York City Department of Education (DOE)
- The school building as the location for services
- Open enrollment for all students who want to attend
- Exposure to and participation in the performing and fine arts, guided by qualified artists
- Development of students' technological skills; integration of computer skills and Internet use with academic activities
- Physical activities such as athletics, adventure games, and martial arts
- Health education, covering such topics as drug use and nutrition
- For older students, peer counseling, internships, violence prevention, college preparation, and career training
- Learning through community service
- Nutritious food

- Social activities

TASC developed the outlines of this approach before awarding its first grant in 1998. Since then, it has adhered to it closely, despite changing circumstances. In its first two years TASC awarded project grants to eligible organizations it had asked to submit applications. Applications were competitively reviewed and funded based on TASC's written criteria. Beginning in Year 3, a growing percentage of TASC grants has been awarded in partnership with other funders, such as the federal 21st Century Community Learning Centers Program (now administered by state education agencies and in New York by the State Education Department), AmeriCorps, state after-school programs, and New York City government.

Resources and Partnerships Supporting TASC

The budget for the TASC initiative in the 2003-04 school year was $97.5 million, up from $14 million in Year 1, $36 million in Year 2, $61 million in Year 3, $76.8 million in Year 4, and $87.9 million in Year 5. This budget mix reflects a growing concentration of resources from public sources. Approximately 75 projects receive funding as part of partnerships with New York State under its Advantage After-School Program and 60 projects participate in partnerships supported by the federal 21st Century Community Learning Centers Program, currently administered in New York by the State Education Department. Another five projects in New York City receive 21st Century funds directly (not through TASC) as a result of proposals written by TASC. In addition, 39 TASC projects receive funding from the federal government's AmeriCorps program, 28 receive support through TASC's partnership with New York City Department of Youth and Community Development's (DYCD's) Beacons program, and several other after-school projects benefit from grants received by TASC from New York State's Extended Day Violence Prevention Program and the DYCD's Workforce Investment Act.

Drawing on resources from many funding authorities, TASC adopted several strategies to promote the sustainability of after-school projects and to improve projects' effectiveness in serving students. Described below are some of the most important of the initiatives growing out of these strategies.

Downtown After 3

In October 2001, *The New York Times* 9/11 Neediest Fund awarded TASC a matching grant of $2.6 million to create and expand high-quality school-based after-school services for children in every public elementary, middle, and high school located in the vicinity of Ground Zero in Lower Manhattan. After

assessing after-school needs in Community School Districts 1 and 2, the districts closest to Ground Zero, TASC identified 14 schools that either had no after-school programming or had programs that served only a portion of the student population. Within three months of September 11th, these schools were operating TASC after-school projects. In addition to providing a typical TASC program of academic enrichment, art, and sports/recreation, the projects in this group, called Downtown After 3, delivered therapeutic services to students grappling with personal and family-related challenges associated with September 11th. TASC has also trained after-school project staff citywide to design activities that deal with stress and other emotions created by September 11th. In addition, TASC funds mental health services at three school affiliates located in the same area as the Downtown After 3 sites.

Madison Square Garden

Since 1999, Madison Square Garden's Cheering for Children Foundation has partnered with TASC to bring more than $6.3 million in resources to TASC after-school projects in New York City. The Cheering for Children Foundation, a nonprofit corporation established by Madison Square Garden (MSG) in 1998, works closely with MSG and its divisions: New York Rangers, New York Liberty, New York Knicks, MSG Networks, and Radio City Entertainment.

Programs and activities sponsored by the Cheering for Children Foundation offer 30,000 students in 120 TASC-supported after-school sites opportunities and experiences that are intended to challenge them intellectually and physically. A major focus of these activities is enabling children to take advantage of the sports and entertainment culture of New York City. TASC-supported sites participate in this partnership in several ways, including:

- The receipt of sports equipment, books, and art supplies through TASC/MSG "clubs" that correspond to the five MSG divisions
- Use of *NYC After School*, a twice-a-year magazine created by Scholastic, Inc., that provides learning activities and articles on players and MSG staff, puzzles, and "did you know" facts for students in grades 3-8
- Visits to MSG and Radio City Music Hall for special events, including parties and celebrations specifically for after-school students, career discussions with key MSG and Radio City Entertainment executives, and opportunities to shadow announcers and game staff on game days
- Trips, with tickets donated by MSG and Radio City Entertainment, that allow students, staff, and families to attend the Radio City

Christmas Spectacular, college basketball games, concerts, and professional sporting events at the Garden

- Visits by athletes, celebrities, and staff to TASC after-school sites

Robin Hood Foundation/TASC Middle School Initiative

In fall 2003, TASC partnered with the Robin Hood Foundation to create the Robin Hood Foundation/TASC Middle School Initiative, which has a special focus on pregnancy prevention and sex education. This initiative provides after-school programming three hours a day, five days a week, in four sites to 200 middle-school students, as well as summer enrichment activities for four hours a day, five days a week, to 100 students. Each after-school project is staffed by a full-time site coordinator, a full-time program assistant/community organizer, a half-time social worker, and enough part-time group leaders (including activity specialists and certified teachers) to maintain a 1:8 staff-student ratio. After school on Monday through Thursday, students engage in academic enrichment and a special activity such as art and music, sports, or family life and sex education, the latter based on curricula and training provided by the National Adolescent Sexuality Training Center. Friday programming focuses on community service projects, such as reading with younger children and activities with senior citizens. Summer staffing and activities reflect those offered after school, with the summer staff-student ratio decreasing to 1:6 and Fridays incorporating field trips as well as community service.

TASC Fellows

In 2001, with Workforce Investment Act (WIA) funds awarded by the NYC Department of Employment, TASC began the TASC Fellows Program, a year-round youth development program that offers intensive case management for high school students at risk of dropping out of school. Operating within established TASC after-school projects, the Fellows Program has become a key component of TASC's services to high school students.

TASC Fellows, who must meet low-income criteria, are recruited by school and program staff in cohorts of 30 students each. A fellowship advisor is designated to support and guide each Fellow. Advisors help Fellows develop an individualized fellowship proposal, which sets out the Fellow's goals, objectives, and strategies in the areas of academic improvement, career planning, and work. Fellows receive up to two years of direct service and one year of follow-up. Advisors ensure that Fellows register for the courses they need to meet graduation requirements and take advantage of academic support available to them both in school and after. They also counsel Fellows on social issues and refer them to outside services if necessary. In addition, fellowship advisors guide their advisees

through a work-readiness curriculum that includes career exploration, resume and cover letter writing, mock interviews, and job retention strategies.

Fellows may pursue community service, internships, and/or jobs in order to build work experience. To facilitate this process, TASC employs an internship coordinator to identify placement opportunities in fields throughout the city. Another of the internship coordinator's responsibilities is to find enough positions to guarantee a summer job for every TASC Fellow who wants one. During the summer, the Department of Employment pays Fellows' wages, making the hiring of TASC Fellows an attractive option for many employers who could not otherwise afford to bring in summer staff. Another advantage for employers is that Fellows, while they may be inexperienced, all have active support networks.

TASC Scholars and Mentors

In 2000, TASC piloted the TASC Scholars program to identify effective ways of serving high school students. TASC Scholars are high school juniors and seniors who participated in TASC high school programs and who now serve as tutors, activity assistants, mentors, and role models in TASC elementary after-school projects in New York City. Since 2000, the TASC Scholars program has expanded to include TASC Mentors, who are high school juniors and seniors who work in TASC middle school projects.

Candidates for the TASC Scholars and Mentors program are expected to have an academic average of 80 or higher, good academic standing throughout the school year, and a demonstrated interest in child development and/or education. TASC Scholars and Mentors work 9 to 12 hours per week at a TASC after-school project. In addition to working at the TASC projects, Scholars and Mentors attend weekly advisory meetings at their high school site, supervisory meetings at their work sites, and Saturday training workshops. They are paid an annual stipend of $1,200.

As of the 2003-04 school year, the TASC Scholars and Mentors program has nearly doubled in size, involving a total of 50 Scholars and Mentors. It serves 11 TASC elementary, elementary/middle, and middle school after-school projects partnered with eight TASC high school after-school projects.

21st Century Community Learning Center Grants

In partnership with DOE, TASC received several 21st Century Community Learning Centers (21st CCLC) grants to increase the availability of after-school programming in underserved neighborhoods and schools. Among these grants are the following:

Renaissance After-School Program. TASC received its first three-year 21st CCLC grant to establish the Renaissance After-School Program in 20 of what were then the City's Chancellor's District schools. The Renaissance After-School projects were launched in fall 2000 and operated by 17 community-based organizations in collaboration with the schools, the Chancellor's District (which at the time included the NYC schools with the most pressing educational needs), and 14 of the city's major cultural institutions. The projects offered arts-rich curricula designed and taught by museum educators, homework help, sports and recreational activities, opportunities for parent involvement, and trips to museums, gardens, zoos, and sports events at Madison Square Garden. Cultural partners included Brooklyn Children's Museum, Brooklyn Museum of Art, Children's Museum of Manhattan, Cooper-Hewitt National Design Museum, El Museo del Barrio, and the New York Hall of Science. The Renaissance Program, along with the One World Program (see below), have been examined in a separate substudy of the TASC evaluation.

One World Program. In the spring of 2001, the New York State Education Department awarded TASC its second 21st CCLC grant. Under that grant, TASC partnered with the DOE to create the One World Program, an after-school initiative in District 20 (now Region 7) to enhance the educational, cultural, and social experiences of more than 1,500 students at seven of the most crowded schools in southwest Brooklyn. Like the Renaissance projects, One World sites benefit from expertise in cultural institutions, such as Marquis Studios, the Whitney Museum, and South Street Seaport.

Brooklyn Without Borders. In fall 2003, building on the success of the One World Program, TASC and District 20 expanded their partnership to open two additional after-school projects, known as Brooklyn Without Borders.

Bronx College Town. In partnership with Community School District 10 (now in Region 1), TASC launched Bronx College Town in fall 2003. With 21st CCLC support, this program seeks to enhance the academic, social, and emotional development of approximately 1,200 students through the creation of after-school centers in six of the district's lowest performing and most overcrowded middle schools. Each center is operated by a nonprofit organization with strong ties to both the community and a college or university. Their shared goal is to give participants the skills and motivation to achieve at a high level in high school and beyond. The centers offer students a mix of academic support and enrichment, fitness and wellness training, high school preparation, leadership development, college/career exploration, and recreation. Additional program activities include mentoring, tutoring, and tours of high schools and colleges. Some activities are based on college campuses, which include Manhattan College, The College of Mount Saint Vincent, Bronx Community College, and Hostos Community College.

After-School Cultural Institute. In partnership with Community School District 27 (Region 5), TASC created two Cultural Institute centers at two schools in the Rockaways, an area of Queens that is geographically isolated and has experienced high rates of juvenile delinquency, including drug use and gang activity. Each after-school center is operated by the Action Center for Education and Community Development Inc. in collaboration with the host schools. The centers' activities aim to promote citizenship and community by allowing students and parents from various backgrounds and neighborhoods to learn and socialize together. An enrichment program includes tutoring and mentoring, as well as instruction in law, math, languages, science, and computers.

Harlem After 3. District 5 (in Region 10), Teacher's College at Columbia University, the Central Park Conservancy, and TASC have partnered with six community-based organizations to design and operate this 21st CCLC-supported program, which includes six comprehensive and continuous school-based after-school projects. Located in one of the most underperforming districts in New York, the program aims to improve student achievement in core academic subjects; promote students' social, emotional and physical development; prepare students for a successful transition into middle and high school; increase parent/caregiver involvement and family literacy; and create a sustainable and cost-effective infrastructure for after-school programming that can be expanded over time.

TASC's Efforts to Develop an After-School Workforce

From its inception, TASC has invested at least $100 a year per child served for professional development, or about 6 percent of overall program costs. TASC recommends a core series of training sessions for both project coordinators and staff, organized according to skill level. Core training is offered centrally, while more customized training targeted to projects' specific needs is available through TASC's Site-Based Professional Development Program. Through its centralized and site-based training initiatives, TASC sponsors over 300 training events each year, totaling nearly 1,500 hours of instruction, to nearly 5,000 after-school employees. Much of this training is funded with DOE resources.

Centralized Training Opportunities

Project directors and project staff receive core training during the year at central locations throughout the city. In partnership with several training organizations, TASC provides these sessions for project directors and their staffs, at times that do not conflict with after-school project schedules. Under an agreement with TASC, the Partnership for After School Education (PASE) delivers much of the core training for new and continuing after-school

practitioners working in TASC-supported projects. The core training is designed to address the varying backgrounds and skill levels of practitioners and the needs of after-school programs, based on research and ongoing feedback from the field.

Training programs for TASC project directors include leadership and management workshops, intensive summer training institutes, and curriculum and instruction workshops. Training is also offered to after-school project staff in areas such as arts and literacy; young adult employment training; and content, curriculum, and instruction.

Site-Based Professional Development Program

To encourage site coordinators and their grantee organizations to help shape the selection, design, and delivery of training that fits their specific staffing and programmatic needs, TASC created a catalogue of training providers that sites can hire using funds from DOE. Bank Street College of Education, Global Kids, Inc., NYC Outward Bound, the New York Foundation of Architecture, Studio in a School, and Educators for Social Responsibility are among the available providers. With this catalog, TASC has become a broker between after-school projects and training and cultural resource providers who design and adapt training opportunities to meet the needs of after-school professionals.

Citigroup Success Fund for Promising Practices in After-School Projects

TASC formally recognizes projects that have developed innovative approaches to their work with students through its Promising Practices awards, sponsored by the Citigroup Success Fund. Reports on these practices are disseminated to practitioners throughout the network of TASC-supported projects, and award recipients present their work at "promising practices" fairs and conferences.

Peer Conferences

In TASC's peer conferences, site coordinators come together seven times a year for professional development, to meet one another, and to share experiences, techniques, and resources.

Site Coordinator Coaching Project

In summer 2003, TASC, in collaboration with PASE, launched the Site Coordinator Coaching Project. This project is designed to provide mentoring and

support to new site coordinators by matching them with experienced coordinators. With funding provided by the Citigroup Success Fund for Promising Practices, the Site Coordinator Coaching Project aims to achieve the following:

- Assist and support new site coordinators during the start-up phase of project operations and help with some of the administrative and managerial tasks that are critical during these times
- Familiarize new coordinators with promising practices and strategies that have been developed within the TASC network
- Connect new coordinators to the after-school movement in New York City and to TASC in particular, and to foster a sense of community and teamwork
- Give new coordinators perspective on the elements that make up a high-quality project and begin planning for project improvement
- Encourage new coordinators to take advantage of professional development opportunities available to them and their staffs, and guide them toward making appropriate training choices
- Provide experienced coordinators with opportunities to mentor new colleagues, disseminate promising practices, and observe and analyze program components

AmeriCorps

Since 2000, AmeriCorps has funded TASC to engage high school seniors, college students, parents, grandparents, and other community members in after-school activities. With its initial funding, TASC deployed 159 AmeriCorps members to 23 different project sites. As of the 2003-04 school year, TASC's Community Works AmeriCorps program has expanded to provide 35 after-school projects with approximately 240 AmeriCorps members who work with more than 2,200 students.

Community Works provides TASC after-school projects the opportunity to recruit and retain motivated and committed personnel. Through this program, AmeriCorps members can receive training from providers such as PASE, City University of New York (CUNY), Bank Street College, and Coro New York Leadership Center in leadership development, citizenship, parent involvement, volunteer recruitment, and team-building.

Teach After 3

Originally funded by Greentree Foundation, TASC's Teach After 3 initiative aims to (1) advance the professional development and education of after-school project staff and (2) attract qualified students and graduates who can apply their knowledge and skills to the after-school arena. To achieve these goals, Teach After 3 works to:

- Identify and recruit new teaching candidates from TASC-supported after-school projects
- Promote after-school work as a viable introduction to teaching
- Support the development of a teacher education model that uses after-school work as a central component

Beginning in summer 2003, Teach After 3 benefited from new funding streams, allowing it to continue its mission through two TASC initiatives:

TASC/CUNY Federal Work Study Program. Through a partnership with CUNY, students who are eligible for federal work-study and are enrolled at any city university can earn part of their financial aid award by working at a TASC-supported after-school site. While providing valuable experiences for CUNY students, this arrangement also helps to increase the availability of qualified staff to TASC projects. Having CUNY students as mentors and role models may also encourage children in these after-school projects, as well as other staff members, to attend college.

To individuals working toward a degree in education, these after-school positions offer an opportunity to enhance the theories, concepts, and methods they are learning in the classroom with practical skills. Staff can also avail themselves of training from reputable providers and earn stipends for participating in workshops conducted outside typical work hours. Unlike most work-study programs, these positions pay more than campus-based jobs and frequently offer employment beyond the term of the student's award.

The TASC/Bank Street Minority Fellows Program. TASC and Bank Street College of Education are collaborating on a pilot program designed to attract men of color to the teaching profession. Funded by the Mellon Foundation, Fellows were selected to take six free graduate credits at Bank Street College of Education and to receive mentoring from the Bank Street coordinator and the TASC site coordinator. Fellows also attend bi-weekly advisory sessions at Bank Street College to explore issues that will face them as educators in their field placements. The Fellows were selected in January of 2004, with the fellowship year beginning in the spring semester and continuing through spring semester of 2005.

Conclusion

As shown in this discussion, TASC has worked with many other organizations to form partnerships that support its goals of increasing the quality and scale of after-school programming. As TASC matures and as other organizations and agencies in New York City and State exert increasing leadership in the after-school area, TASC will need to find ways to build and maintain the partnerships and other affiliations described here as well as new ones. These efforts can form the basis for a networked web of support that can keep the development of after-school programming a high priority across all collaborating public and private agencies.

Reference

Fashola, O.S. (1998). *Review of extended day and after-school programs and their effectiveness*. Baltimore: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.

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Student Participation in TASC Programs

The TASC evaluation assessed program implementation, in part, by examining the steps taken to increase both the amount and the quality of after-school services delivered to students in the New York City public schools. These steps and their results are described here through descriptions of the schools and students who participated in TASC services and students' patterns of after-school enrollment and attendance. This discussion presents information drawn mainly from surveys conducted in Years 1 through 4 of the evaluation (which were school years 1998-99 through 2001-02), data on student characteristics obtained from the New York City Department of Education (DOE) student database, and data on after-school enrollment and attendance obtained from the TASC student database for the same period.

Profile of TASC Projects

In school year 2003-04, TASC supported a total of 242 school-based after-school projects, including 186 projects in New York City and 56 projects located elsewhere in the state. TASC-affiliated projects in 2003-04 served approximately 50,000 students, 41,200 of whom were enrolled in the public schools of New York City.

Student Participants and Their Schools

This section reviews the schools that TASC students attended, the methods used to recruit students into TASC after-school projects, the overall profile of TASC enrollees, students' descriptions of their lives, and the inclusion of special-needs students in TASC projects.

Profile of Host Schools

By any measure, schools hosting TASC projects in the evaluation sample served some of the most disadvantaged children and youth in New York City.

Poverty. Compared to the city's public schools overall, higher proportions of students in TASC host schools in Year 4 (school year 2001-02, the most recent year for which complete data are available) had family incomes at or below the federal poverty level, as measured by their eligibility for free or reduced-price lunch. Across all New York City public schools during the 2001-02 school year, 75 percent of elementary school students were eligible for free or reduced-price lunch, as were 70 percent of middle school students and 51 percent of high school

students. Among schools with TASC projects, the median percentage of students eligible for free- or reduced-price lunch was substantially higher: 85 percent in elementary schools, 80 percent in middle schools, and 56 percent in high schools. Of the 72 elementary schools in the evaluation sample, 53 had a higher proportion of students eligible for free or reduced-price lunch than the citywide average, as did 20 of 26 schools serving middle-grade students, and four of six schools serving high school students.

Academic performance. Elementary and middle schools hosting TASC projects had relatively low schoolwide achievement, compared to citywide averages in reading and math. On the 2002 administration of state English Language Arts (ELA) tests and citywide CTB tests in reading (which together span grades 3-8), 46 percent of all elementary students and 29 percent of all middle school students scored at grade level or higher, compared with 37 percent and 29 percent, respectively, of students in schools with TASC projects. In math, 45 percent of elementary students and 30 percent of middle school students scored at grade level or higher citywide, compared with 37 percent of elementary students in TASC host schools and 27 percent of middle school students in TASC schools.

High schools hosting TASC projects had relatively high schoolwide achievement compared to citywide averages in school year 2001-02.[1] For example, on the Math Sequential 1 Regents exam, an average of 39 percent of the students citywide who took this exam passed with a score of 65 or above. Among the high schools hosting TASC projects, 70 percent of students passed the same exam with a score of 65 or above. Similarly, an average of 71 percent of students attending high schools citywide passed the biology Regents exam with a score of 65 or higher and 55 percent passed the English Regents exam. At high schools hosting TASC projects, 84 percent took and passed the biology exam at the same level, and 64 percent took and passed the English exam.

Race and ethnicity. The proportion of students of color at elementary and middle schools hosting TASC projects was higher than citywide averages. Based on citywide data from 2001-02, 85 percent of all students in elementary schools were non-white, as were 84 percent of middle school students. The comparable figures for schools hosting TASC projects were 92 percent in elementary schools and 91 percent in middle schools.

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[1] The high schools in the evaluation sample are not typical of the high schools hosting newer TASC projects. Because TASC and its funders were initially unsure of the need for and feasibility of after-school programming for students in grades 9-12, they chose schools in the program's first two years that (1) were relatively successful and thereby were more likely to enroll students interested in participating in after-school services; (2) served other grades in the same school; or (3) were considered to be geographically strategic. Recent grants have supported high school projects in large, comprehensive high schools located in high-need neighborhoods.

High schools hosting TASC projects had somewhat smaller proportions of students who were non-white than the citywide averages. Citywide, 82 percent of high school students were non-white, compared to 80 percent of students attending high schools hosting TASC projects.

Race/Ethnicity at All New York City Public Schools and Schools Hosting TASC Projects, 2001-02, in Percents

Racial/Ethnic Group	All Students Citywide[2]	Students in Schools Hosting TASC Projects in the Study Sample
Schools Serving Elementary Grades		*(N=57,214)*
Black	33	34
Hispanic	40	47
Asian	13	11
White/Non-Hispanic	15	8
Schools Serving Middle Grades		*(N=23,514)*
Black	34	37
Hispanic	38	44
Asian	12	10
White/Non-Hispanic	16	9
Schools Serving High School Grades		*(N=5,355)*
Black	34	34
Hispanic	33	38
Asian	15	9
White/Non-Hispanic	18	20

Special needs. Proportions of students with special needs in TASC host schools were generally similar to corresponding proportions of special-needs students in schools citywide. The proportion of students classified as English Language Learners (ELLs) at schools hosting TASC projects was the same as the citywide average for elementary students (14 percent), slightly higher for middle school students (13 percent, compared with 12 percent citywide), and lower for high school students (9 percent, compared with 14 percent citywide). The proportion of special education students was slightly higher for elementary schools with TASC projects than for elementary schools citywide (10 percent in TASC host schools, compared to 9 percent citywide) and for middle schools (11 percent, compared with 10 percent citywide). Slightly smaller proportions of students attending TASC host high schools were classified as requiring special

[2] Citywide figures are from schools designated by DOE as elementary, middle, or high schools. TASC host schools were categorized according to the grade levels served by the school. Schools serving grades PreK-6 were classified as elementary, schools serving grades 5-8 as middle, and those serving grades 9-12 as high schools. Some schools serving broader grade ranges (e.g., PreK-8) appear in more than one category.

education than at high schools citywide (10 percent, compared with 11 percent citywide).

Student Recruitment

Percent of students in a school who participate in TASC projects. In Year 4, TASC projects in schools enrolling students in any of grades PreK-8 served an average of 32 percent of the students in the school, with individual projects enrolling 8 percent to 82 percent of the host school's students. The comparable figure for high school projects was 59 percent, although that figure is misleading because of the practice in some high schools of enrolling all students in the TASC project.

About a quarter of TASC site coordinators (24 percent) in Year 4 reported that their TASC projects served all of the students enrolled in the host school. This proportion was relatively unchanged from the preceding year. Site coordinators cited the following obstacles to enrolling all of the students in the host school:

- "There is not enough space to accommodate all of the students and offer the types of activities the project intends to provide" (40 percent of respondents whose projects did not serve all students in the school)
- "There is not a demand for a larger after-school project" (36 percent)
- "We do not have the administrative capacity to run a larger project" (35 percent)
- "School staff and teachers do not want the project to occupy any more classrooms than are currently in use" (22 percent)
- "We cannot hire enough qualified staff" (20 percent)

In Year 3, site coordinators had identified these reasons in the same order of frequency. However, in Year 4, they were somewhat less likely than in Year 3 to identify space, student demand, teacher preference, and staff availability as factors limiting enrollment. These differences may suggest that TASC projects became increasingly institutionalized within their host schools and faced fewer barriers to after-school programming over this period.

In interviews, site coordinators raised the following enrollment issues:

- One coordinator was concerned about attracting similar numbers of students across grades. To avoid filling the project with younger students, she established enrollment caps and waiting lists at the lower grades.

- Another project that served a very transient population intentionally overenrolled in the fall, expecting that 20 percent of TASC students would move away during the school year.

- A project sponsored by a small community-based organization had problems raising its TASC matching funds every year, so it kept its enrollment low enough to ensure that it attained its required match.

Use of waiting lists. About half (51 percent) of the site coordinators whose projects did not enroll all students in the host school reported that their projects used waiting lists. In Year 4, projects were slightly more likely to use waiting lists than in previous years, perhaps suggesting higher levels of student and parent demand for after-school services. Projects serving students in the middle grades were most likely to use waiting lists (64 percent of projects that did not serve all students in the school), compared with projects serving high school students (0 percent of projects) or elementary grade students (56 percent of projects). Projects serving middle school students and those serving elementary school students were more likely to use waiting lists in Year 4 than in prior years.

Of those projects that used a waiting list, most filled vacancies by selecting students from the list on a first-come-first-served basis, as reported by 81 percent of site coordinators who used a waiting list. Far fewer selected students from certain groups on a priority basis (19 percent), such as sibling preference or principal recommendation.

Profile of Student Participants

Comparing the characteristics of participants and nonparticipants provides information on whether projects appealed equally to all students in the host schools, as opposed to appealing mainly to particular groups (for example, by disproportionately attracting students with special needs or, conversely, by discouraging such students from enrolling). In order to achieve its program mission, it is important to TASC that families from all backgrounds represented in New York City schools find TASC after-school projects inviting and beneficial for their children.

In addition, in assessing the benefits of participating in TASC-supported projects, evaluators examined the characteristics of students who chose to participate, compared to those who did not enroll. Similar characteristics across participant and nonparticipant groups reduce the likelihood that differences in

school attendance or academic performance are a result of differences in the types of students who become TASC participants or who remain nonparticipants. Similar characteristics across the two groups increase the likelihood that differences in school attendance or academic performance are the result of participating in the TASC program.

TASC participants in grades PreK-8. In general, the evaluation found that students in grades PreK-8 who participated in a TASC project were similar to nonparticipating students,[3] at least on the comparative measures available to the evaluation. In Year 4, both TASC participants and nonparticipants in these grades demonstrated similarly high levels of educational risk, as seen below.

- **Eligibility for free or reduced-price lunch.** Among both participants and nonparticipants in Year 4, 84 percent were eligible for free lunch and 7 percent for reduced-price lunch.

- **Receipt of special education services.** Seven percent of TASC participants were classified as receiving special education services (including resource room services), compared to 6 percent of nonparticipants.

- **Recent immigrant status.** Seven percent of participating students had immigrated to the United States within the last three years, compared to 9 percent of nonparticipants.

- **English Language Learner status.** Fourteen percent of participating students were eligible for ELL services, compared to 17 percent of nonparticipants.

The two groups of students were also similar with respect to demographic characteristics:

- **Race/ethnicity.** Forty-eight percent of the participating students were Hispanic, 37 percent were African American, 7 percent were Asian/Pacific Islander, and 7 percent were white. Among nonparticipants, 52 percent were Hispanic, 28 percent were African American, 13 percent were Asian/Pacific Islander, and 7 percent were white.

- **Gender.** Fifty-one percent of participating students were female, compared to 49 percent of nonparticipants.

[3] Nonparticipants were those students who were enrolled in a host school during the years a TASC after-school project was in operation but not enrolled in or attending the TASC project.

Comparison of Characteristics of TASC Participants and Nonparticipants in Grades PreK-8, 2001-02, in Percents

Measure		Participants *(N=19,021)*	Nonparticipants *(N=36,343)*
Free/reduced-price lunch eligibility			
	Free	84	84
	Reduced	7	7
	Full price	9	8
	Unknown	1	1
Special education status			
	Special education student	7	6
	Not special education student	93	94
Recent immigrant			
	Yes	7	9
	No	93	91
English Language Learner			
	Yes	14	17
	No	86	83
Race/ethnicity			
	Hispanic	48	52
	African American	37	28
	Asian or Pacific Islander	7	13
	White	7	7
Gender			
	Male	49	51
	Female	51	49

Participants and nonparticipants were also fairly similar on measures of math and reading achievement and school attendance in their baseline year, although participants slightly outscored nonparticipants on all these measures. The evaluation defined the baseline year as the year prior to a student's enrollment in a TASC after-school project and, for nonparticipants, the year before the TASC project began operation at the school the student attended, or the year before a student enrolled at a host school. The calculation of averages adjusts for the varying grade distribution of nonparticipants and participants.

- **Initial reading achievement.** Participants' baseline score in reading (grades 3-8) averaged 651, compared to nonparticipants' baseline score of 646.

- **Initial math achievement.** Participants' baseline score in math (grades 3-8) averaged 645, compared to 640 for nonparticipants.

- **School attendance.** Participants' baseline school attendance rate averaged 93 percent, compared to 91 percent for nonparticipants.

As shown in the following table, during Year 4, TASC participants were concentrated in grades 1-5, while nonparticipants were more evenly spread across the grades. This distribution reflects (1) the greater availability of elementary-grades service slots compared to middle-grades slots and (2) the higher demand for services within elementary schools compared to middle schools.

Distribution of Participants and Nonparticipants by Grade, Grades PreK-8, 2001-02, in Percents

Grade in 2001-02	Participants *(N=19,021)*	Nonparticipants *(N=36,343)*
PreK	0	5
K	8	14
1	16	14
2	16	11
3	16	11
4	15	10
5	13	11
6	7	8
7	5	8
8	4	8
Total	100	100

TASC participants in grades 9-12. In contrast to the similarity of participants and nonparticipants in grades K-8, measures available to the evaluation indicate that high school students who participated in their school's TASC after-school project differed rather consistently from nonparticipating students in the same high schools. In particular, in Year 4, TASC participants in grades 9-12 demonstrated lower levels of educational risk than did nonparticipants, as seen below. (A caveat to this finding is that high school students are generally reluctant to identify themselves as eligible for subsidized meals, so actual eligibility levels may be more similar across grades PreK-8 and 9-12 than is shown here.)

- **Eligibility for free or reduced-price lunch.** Sixty-one percent of participating students in grades 9-12 were eligible for free lunch and 14 percent for reduced-price lunch. Among nonparticipants, 80 percent were eligible for free lunch, and 9 percent were eligible for reduced-price lunch.

- **Receipt of special education services.** Six percent of participating students in host schools were classified as receiving special education services (including resource room services), compared to 21 percent of nonparticipants.

- **Recent immigrant status.** Five percent of participating students had immigrated to the United States within the last three years, compared to 8 percent of nonparticipants.

- **English Language Learner status.** Ten percent of participating students were eligible for ELL services, compared to 23 percent of nonparticipants.

On basic demographic characteristics, high school participants were more likely to be Hispanic, Asian, or white and less likely to be African American than were nonparticipants. Compared to nonparticipants, participants were more likely to be female.

- **Race/ethnicity.** Forty-nine percent of the participating student population in grades 9-12 was Hispanic, 29 percent was African American, 9 percent was Asian/Pacific Islander, and 13 percent was white. Among nonparticipants, the proportions were 42 percent Hispanic, 47 percent African American, 4 percent Asian/Pacific Islander, and 7 percent white.

- **Gender.** Fifty-three percent of participating high school students were female, compared to 50 percent of nonparticipants.

Characteristics of TASC Participants and Nonparticipants in Grades 9-12, 2001-02, in Percents

Measure		Participants *(N=2,189)*	Nonparticipants *(N=1,961)*
Free/reduced-price lunch eligibility			
	Free	61	80
	Reduced	14	9
	Full price	24	11
	Unknown	1	0
Special education status			
	Special education student	6	21
	Not special education student	94	79
Recent immigrant			
	Yes	5	8
	No	95	92
English Language Learner			
	Yes	10	23
	No	90	77
Race/ethnicity			
	Hispanic	49	42
	African American	29	47
	Asian or Pacific Islander	9	4
	White	13	7
Gender			
	Male	47	50
	Female	53	50

Participants in grades 9-12 displayed more positive patterns of baseline academic achievement and school attendance than did nonparticipants on the measures available to the evaluation:

- **Initial reading achievement.** On their eighth-grade ELA test, participants averaged 705 scale-score points, compared to 680 points for nonparticipants.

- **Initial math achievement.** On their eighth-grade math test, participants averaged 711 scale-score points, compared to 676 points for nonparticipants.

- **School attendance.** During their eighth-grade year, participants attended school 95 percent of the days possible, compared to 91 percent among nonparticipants.

During Year 4, more TASC high school participants were enrolled in the lower grades than in the higher grades. The concentration of nonparticipants in the lower grades was even more pronounced. The two trends together indicate the city's overall pattern of decreasing student enrollment from ninth grade to twelfth.

Distribution of Participants and Nonparticipants by Grade, Grades 9-12, 2001-02, in Percents

Grade in 2001-02	Participants *(N=2,189)*	Nonparticipants *(N=1,961)*
9	32	42
10	29	23
11	21	11
12	14	7
Ungraded HS	4	18
Total	100	100

Students' Reports about Their Lives

The evaluation asked students who participated in TASC projects about their habits and prior experiences in several areas, including their engagement in risky behaviors and their leisure activities. These questions were asked to more fully understand students' personal characteristics and to further assess the extent to which students demonstrated educational needs.

Engagement in risky behaviors. The evaluation sought information on risky behaviors using its own survey items and, for high school students, items that had previously been used in the Youth Risk Behavior Survey conducted by the U.S. Centers for Disease Control. These standard survey items made it possible to compare certain responses of TASC participants to the responses of other students in New York City and nationally. The TASC evaluation administered slightly different surveys to students in grades 4-6, 7-8, and 9-12, with survey items adjusted to reflect the developmental level and reading skill of each respondent group. The following cross-time summaries report student responses from TASC projects that submitted survey data in each of Years 1 through 4.

The exhibits indicate relatively stable patterns of self-reported risk behaviors among TASC students over the period. The only noteworthy change was a drop in the percentage of high school students who had ever had sexual intercourse and students who said that they did not use birth control during their last sexual intercourse. These reports are consistent with findings of national

surveys that show a decrease in sexual activity and, especially, unprotected sexual activity among teenagers.

Engagement in Risk Behaviors
Cross-sectional Comparison of Students over Time, in Percents

Risk Behavior	Grade-Level	Year 1	Year 2	Year 3	Year 4
Using Alcohol					
Have an alcoholic drink "once," "a few times," or "lots of times"	Elementary	25	29	30	26
Ever had an alcoholic drink	Middle grades			28	34
	High school	47	49	43	53
Had an alcoholic drink one or more days in last month	Middle grades			13	15
	High school	26	23	24	28
Fighting					
Get in a fight "sometimes" or "a lot"	Elementary	48	50	50	46
Ever been in a fight	Middle grades			55	54
	High school	57	47	44	46
Been in a fight in last 12 months	Middle grades			43	40
	High school	34	27	23	27
Ever been arrested	Middle grades			3	6
	High school	6	6	10	11
Arrested in last 12 months	Middle grades			2	3
	High school	4	5	6	6
Sexual Activity					
Ever had sexual intercourse	High school	37	33	19	28
Last time had intercourse did not use birth control	High school	10	6	5	4

Year 4 survey: high school *(N=247)*, middle grades *(N=422)*, elementary grades *(N=1,227)*
Year 3 survey: high school *(N=188)*, middle grades *(N=529)*, elementary grades *(N=1,258)*
Year 2 survey: high school *(N=177)*, middle grades *(N=292)*, elementary grades *(N= 1,326)*
Year 1 survey: high school *(N=311)*, middle grades *(N=277)*, elementary grades *(N=950)*

As noted, the evaluation also compared the responses of TASC students responding to items from the Youth Risk Behavior Survey to responses of representative samples of high school youth in New York City and nationwide. TASC students' responses indicated consistently lower rates of risk behaviors than the responses of youth nationally or citywide.

TASC High School Participants' Risk Behaviors Compared to City and Nation, in Percents

Risk Behavior	TASC High School Participants				NYC		US	
	Year 1 1999	Year 2 2000	Year 3 2001	Year 4 2002	1999	2001	1999	2001
Ever had an alcoholic drink	47	49	43	53	75	76	81	78
Had an alcoholic drink one or more days in last month	26	23	24	28	38	42	50	47
Been in a fight in the last 12 months	34	27	23	27	39	41	36	33
Ever had sexual intercourse	37	33	19	28	45	51	50	46
Of those who have had sex, percent who used birth control—as percent of students who ever had sexual intercourse*	58	67	57	70	66	71	58	58

* In the national Youth Risk Behavior Survey, youth were asked, "If you have had sexual intercourse in the past 3 months, did you use a condom?" TASC respondents were asked, "If you have ever had sexual intercourse, did you use birth control the last time you had intercourse?"

Television viewing and reading. In general, TASC participants watched television for large amounts of their spare time; they also read fairly regularly. Student survey responses in Year 4 indicated that 86 percent of TASC participants spent one or more hours a day watching television, on average. Middle school students were more likely to watch more television than either younger or older students, with 35 percent reporting that they spent five or more hours a day in front of the television, contrasted with 25 percent of elementary students and 19 percent of high school students who watched this amount of television.

Participants' Hours Watching Television, in Percents

Hours per Day	Year 2	Year 3	Year 4
None	14	15	14
1 to 4 hours	60	58	60
5 hours or more	26	27	26
N	*1,881*	*2,063*	*2,007*

About three-quarters of TASC participants (73 percent) reported that they read books, magazines, or newspapers in their free time either "almost always" or "a few times a week." The other quarter of participants said that they engaged in such activities only "a few times a month" or "almost never." These percentages remained fairly stable over Years 2, 3, and 4, with almost no difference in reading habits across elementary, middle-grades, and high school youth.[4]

Frequency of Reading Books, Magazines, or Newspapers During Free Time, in Percents

Reading Frequency	Year 2	Year 3	Year 4
Almost always	42	44	40
A few times a week	32	32	33
A few times a month	11	10	11
Almost never	14	15	16
N	*1,516*	*1,559*	*1,549*

Participants' after-school environments other than TASC. The evaluation's elementary- and middle-grades surveys asked a series of questions to determine the types of settings and activities that the TASC project replaced in participants' lives. In response to a question about where they usually went right after school before they started going to the TASC project, most elementary students (53 percent) said that they went home and that a parent or other adult was present there. However, only about a third of middle-school participants (34 percent) went home to a parent or other adult. Middle-school students were almost twice as likely as elementary-school students to go home to be by themselves (30 percent, compared to 16 percent). Only small percentages of students of any age went home to be with an older sibling or other child or went to another after-school project, a babysitter, or a friend's house. In response to a question about how often, before they started coming to TASC, they were home

[4] In most instances in this evaluation, the reporting of survey data across years is based on survey responses in Years 2, 3, and 4. The reason for excluding Year 1 from these analyses is the smaller number of projects on which the Year 1 survey results are based and the related need to base all comparative analyses on projects that submitted surveys in all of the years covered in the comparison.

alone or with friends after school without an adult present, over half (53 percent) said never, about a quarter (24 percent) said three or more days a week, and the rest (23 percent) said one or two days a week or less frequently.

Another series of questions asked where the students go now in the afternoons when they don't go the TASC project. Students' answers were generally the same as their responses to the questions about where they went before they started going to the TASC project, with two major exceptions. After enrolling in TASC, they were less likely to go home to be with an older sibling or other youth and more likely to go home to take care of younger siblings or other children.

Inclusion of Students with Special Needs

The TASC evaluation reviewed projects' success in integrating students with disabilities, including the extent to which after-school projects served all of the special needs students who wanted to be served, the challenges in serving these students, and efforts to increase the enrollment of special-needs students.

In Year 4, 74 percent of site coordinators agreed or strongly agreed that children with disabilities were successfully integrated into their projects. This high level of agreement was consistent with reports in Year 3 and considerably higher than the 60 percent of site coordinators who reported this level of service in Year 2 (based on the responses from the projects responding in each of the three years). In Year 4, 70 percent of site coordinators reported that their sites served all of the disabled students who wished to participate.

Among the 30 percent of projects that did not serve all of the disabled students who wished to participate, site coordinators most commonly cited the following obstacles:

- Budgetary restrictions that prevented projects from establishing the staffing ratios needed to serve students with disabilities (74 percent)
- A lack of qualified staff (70 percent)
- A lack of transportation for disabled students at the end of the program day (65 percent)

The frequency of each of these responses was somewhat higher in Year 4 than in the prior year.

Indeed, TASC took steps to increase its services to students with special needs by (1) training after-school staff to work with students who need special

educational, emotional, or physical supports, and (2) advocating with DOE for funds to provide special services. TASC's provision of training opportunities included a course available to all project staff on "How Do I Manage A Difficult Child?" In addition, TASC has developed plans for an aligned sequence of courses, including "Disability Regulations" and "Examining the Issues of Specific Disabilities," aimed at creating an inclusive environment within all TASC projects.

To further help in accommodating students with special needs, TASC used earmarked funds from DOE to support late bus service and additional staffing for special-needs students. In the 2003-04 school year, 12 TASC projects requested and received DOE funding for these purposes, which permitted late bus service for 85 students and targeted staffing for 19 students. Additional special-needs students received supplementary staffing in TASC projects under arrangements made directly by students' parents and the host schools.

Students' Patterns of After-School Enrollment and Attendance

Over the course of the evaluation, student patterns of after-school enrollment and attendance generally stabilized, with small increases over time in both project-level enrollment and attendance.

Enrollment Trends and Shifts over Time in the Evaluation Sample

Stability of enrollment from year to year. Among the 75 projects for which adequate enrollment data were available for Years 2, 3, and 4, project enrollment remained relatively stable, increasing slowly across program years. In Year 2, the average enrollment was 236 students, increasing to 278 in Year 3, an increase of 18 percent. In Year 4, the average enrollment in these projects increased slightly to 289, a 4 percent increase. From Year 2 to Year 4, project enrollment increased by an average of 22 percent.

This apparent trend toward stabilized enrollment is also reflected in site coordinator survey responses. About half of the site coordinators (52 percent) reported in Year 4 that their enrollment had stayed the same as the preceding year. Of the remaining site coordinators, slightly more reported that their enrollment had increased (27 percent) with the remainder (21 percent) reporting that their enrollment had decreased.

A factor promoting enrollment stability was TASC's policy of adjusting grant amounts during the program year to align the amounts with actual project attendance. TASC based every project's grant amount on the number of students whom it intended to serve in a given year. TASC checked the actual number of

participating students midway through the school year to determine the number of students attending at a certain minimum level (ranging between 70 percent for elementary school programs to 50 percent for high school programs). Based on the mid-year review, grant amounts for the last part of the year were adjusted downward (and occasionally upward) based on actual attendance. The effect of the adjustment was to spread the available TASC funds equitably across projects and participants, and it also encouraged projects to make realistic initial estimates of student participation and to promote regular attendance by enrolled students.

Enrollment was more likely to be stable or increasing in longer-running projects. More site coordinators of projects first funded in Year 1 (Cohort 1 projects) reported static enrollment between Years 3 and 4 (56 percent, compared with 49 percent of site coordinators in Cohort 2 projects). Site coordinators in the Cohort 1 projects were also more likely to report an increase in enrollment than coordinators of Cohort 2 projects (31 percent compared to 24 percent). Cohort 1 projects also attained somewhat higher average enrollments per project (316 students) than the Cohort 2 projects (265 students).

Overall patterns in Year 4. The enrollment trends reported here are based on the 28,520 students who in Year 4 attended the 86 projects in the evaluation sample that provided sufficient data for analysis.[5] During Year 4, monthly TASC enrollment in the evaluation sample projects peaked in February at 24,170 students. Analyzed by level of schooling, enrollment figures for this group of projects during February 2002 were as follows:

- Elementary schools[6] 19,504 students (data from 74 projects hosted by schools that served students in one or more grades within the PreK-5 range)

- Middle schools 7,160 students (data from 26 projects hosted by schools that served students in one or more grades within the 6-8 range)

- High schools 3,259 students (data from 8 projects hosted by schools that served students in one or more grades within the 9-12 range)

Enrollment totals by borough for February 2002 were as follows for the projects in the sample:

[5] Attendance data for eight months of the 2001-02 school year were required for inclusion in the analysis.

[6] Sites were included in multiple grade-level categories according to the grades served by the host school. For example, a site located in a host school that serves grades K-8 was included in both the elementary school and middle school categories.

- Brooklyn (24 projects) 5,837 students
- Manhattan (18 projects) 6,922 students
- Queens (20 projects) 4,855 students
- Bronx (20 projects) 5,202 students
- Staten Island (4 projects) 1,354 students

Duration of enrollment. Overall, the proportion of students who continued to participate in the after-school project every month after they enrolled increased moderately between Years 3 and 4. In Year 4, 77 percent of participating students continued to attend the project in every month through May, compared with 74 percent of students the previous year.

After-School Attendance Patterns

Because the TASC program set different expectations for project attendance at grades PreK-8 and the high school grades, the review of attendance patterns is presented in two parts.

Attendance at grades PreK-8. TASC's program structure and operations were premised on students in grades PreK-8 attending the project regularly, preferably five days per week. To analyze students' level of TASC participation, the evaluation first categorized each participating student as an active participant or a nonactive participant. In grades PreK-8, an active participant was one who attended a TASC project at least 60 days during the school year (out of the typical 160 days of TASC project operations) and also attended at least 60 percent of the days that it was possible for the student to attend, or an average of three days per week. Because of the importance of regular, frequent attendance in the TASC program model, most of the analyses presented later in this report compare active participants to nonparticipating students. Nonactive participants are those who attended fewer than 60 days within the school year or less than 60 percent of the days that they were enrolled. Nonactive participants and active participants are both included in the figures presented for all TASC participants.

In 2001-02, 71 percent of PreK-8 participants in TASC met the criteria established for active participation. Among TASC participants in grades PreK-8 during the 2001-02 school year, a project attendance rate of 60 percent represented the 18th percentile of attendance rates among all TASC participants, and a project attendance rate of 80 percent represented the 40th percentile point. This means that 18 percent of all TASC participants at this grade span had a TASC attendance rate of 59 percent or lower, and 40 percent had an attendance rate of 79 percent or lower. Average TASC attendance rates for students in grades PreK-8 increased slightly in each of the four years of TASC program operation that have been assessed, as seen in the distribution of student attendance rates.

Comparison of Attendance Rates in TASC Projects, Grades PreK-8, 1998-99, 1999-2000, 2000-01, 2001-02

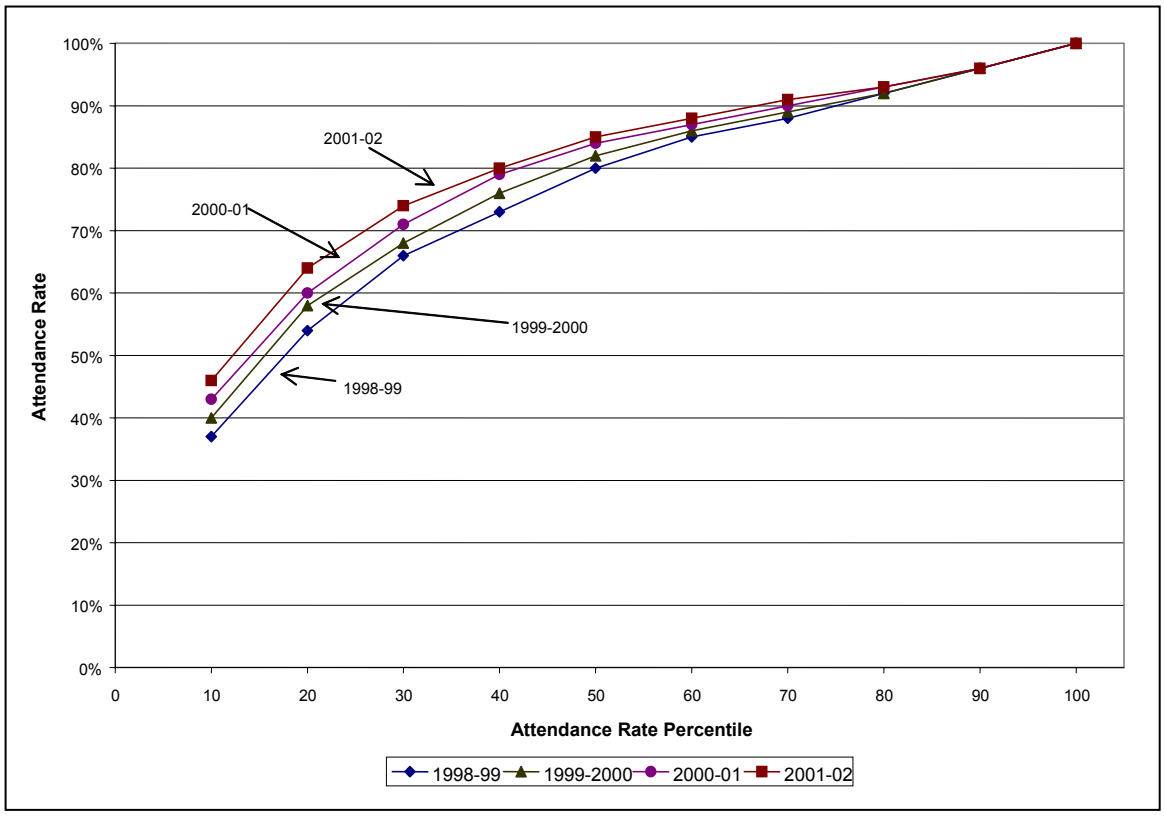
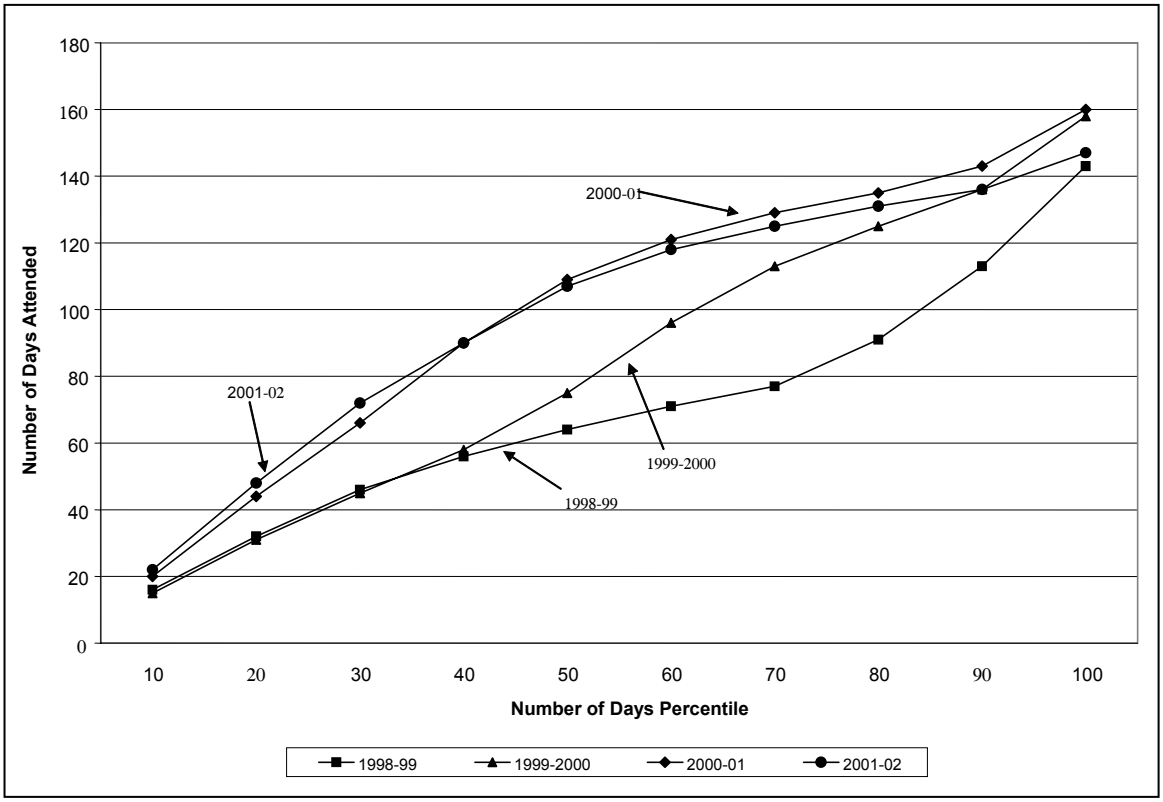


Table reads: When students who participated in TASC projects in 1998-99 are arrayed along an attendance-rate continuum that is measured in percentiles, students whose attendance rate placed them at the 50th percentile (midpoint on the continuum) had an attendance rate of 78 percent. In 1999-2000, the 50th percentile corresponded to an attendance rate of 80 percent. In 2000-01, the 50th percentile corresponded to a rate of 83 percent. In 2001-02, the 50th percentile was at 85 percent.

The distribution of participating students based on the number of days attended during the school year showed a similar trend, leveling out in Years 3 and 4. The median days attended in 1998-99 were 80 days, in 1999-2000 the median was 99 days, in 2000-01 it was 109 days, and in 2001-02 it was 107 days. This calculation excludes attendance data from sites that submitted data for fewer than eight months in a school year, including the sites that operated only a half-year in 1998-99 or 1999-2000.

Comparison of Median Days Attended in TASC Projects, Grades PreK-8, 1998-99*, 1999-2000, 2000-01, 2001-02



* The lower number of days attended in 1998-99 is partially accounted for by a two-month delay in the initiation of the attendance reporting system, reducing the maximum number of days a student's attendance could be counted.

Table reads: When students who participated in TASC projects in 1998-99 are arrayed along a continuum that uses percentiles to correspond to the number of days each student attended a TASC project, the 50th percentile (midpoint) is attendance for 80 days during the school year. The 50th percentile for 1999-2000, 2000-01 and 2001-02 was 99 days, 109 days, and 107 days, respectively.

Analyses of two- and three-year attendance trends indicate that participants tended to stay enrolled in a TASC project for a second year when that option was available. Looking only at students who could remain enrolled for a second year, 63 percent actually participated in a TASC project for a second consecutive year. Also, among students who could remain enrolled for a third consecutive year, 47 percent of the students who participated for one year also participated for a third year.

Attendance at grades 9-12. For students in grades 9-12, TASC's project structure and operation were premised on students attending the project on a less frequent basis, as students' other after-school activities and responsibilities allowed. Accordingly, a different threshold was established by evaluators by evaluators for categorizing a student in grades 9-12 as an active participant: a minimum of 20 days over a school year and 20 percent of the days that it was

possible for the student to attend, an average of one day per week. During 2001-02, 47 percent of participants in grades 9-12 met the criteria for active participation. Among TASC participants in grades 9-12 during the 2001-02 school year, a project attendance rate of 20 percent represented the 38th percentile of attendance rates among all TASC participants, and a project attendance rate of 60 percent represented the 90th percentile point. Average TASC attendance rates for students in grades 9-12 fluctuated slightly across the four years of TASC project operation that have been assessed, as seen in the distribution of student attendance rates.

Comparison of Attendance Rates in TASC Projects, Grades 9-12, 1998-99, 1999-2000, 2000-01, 2001-02

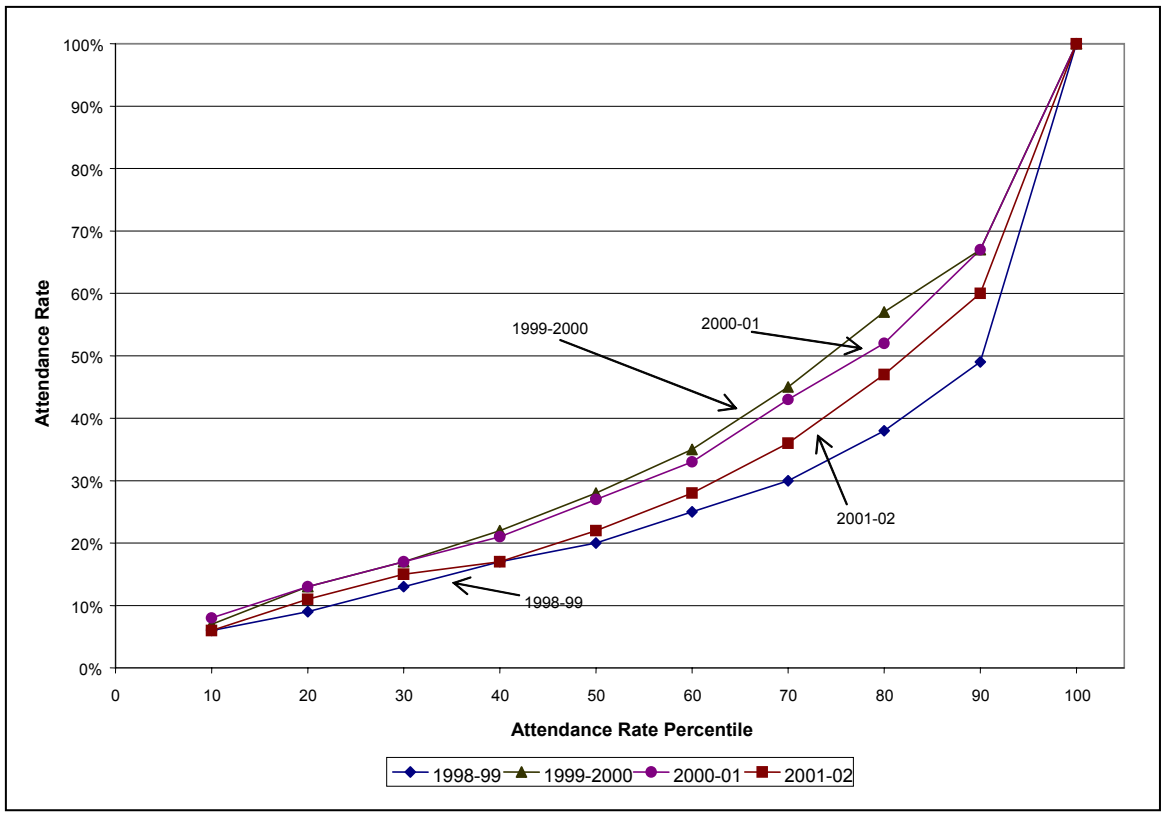
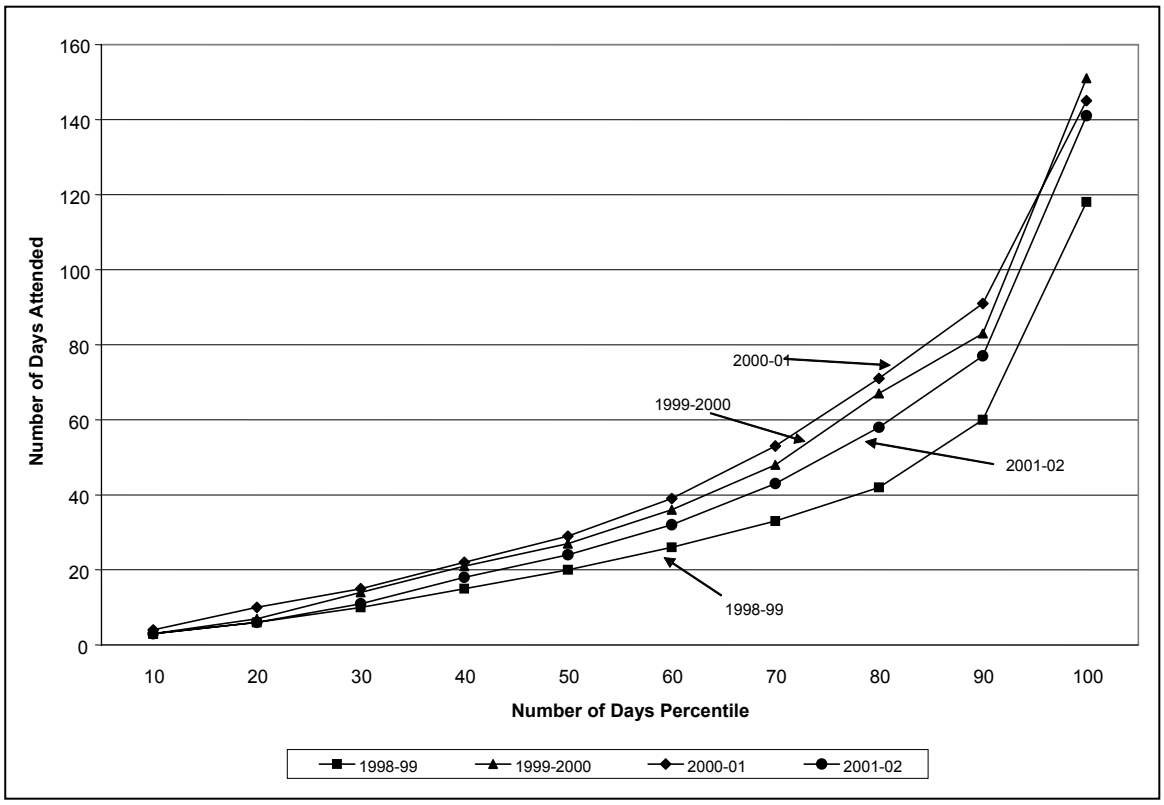


Table reads: When students who participated in TASC projects in 1998-99 are arrayed along an attendance-rate continuum that is measured in percentiles, students whose attendance rate placed them at the 50th percentile (midpoint on the continuum) had an attendance rate of 20 percent. In 1999-2000, the 50th percentile corresponded to an attendance rate of 28 percent. In 2000-01, the 50th percentile corresponded to a rate of 27 percent. In 2001-02, the 50th percentile was 22 percent.

The distribution of participating students in grades 9-12 based on the number of days attended during the school year showed a similar trend. The median days attended in 1998-99 were 20 days, in 1999-2000 the median was 27 days, in 2000-01 it was 29 days, and in 2001-02 it was 24 days. This calculation

excludes attendance data from sites that submitted data for fewer than eight months in a school year, including the sites that operated only a half-year in 1998-99 or 1999-2000

Comparison of Median Days Attended in TASC Projects, Grades 9-12, 1998-99*, 1999-2000, 2000-01, 2001-02



* The lower number of days attended in 1998-99 is partially accounted for by a two-month delay in the initiation of the attendance reporting system, reducing the maximum number of days a student's attendance could be counted.

Table reads: When students in grades 9-12 who participated in TASC projects in 1998-99 are arrayed along a continuum that uses percentiles to correspond to the number of days each student attended a TASC project, the 50th percentile (midpoint) is attendance for 20 days during the school year. The 50th percentile for 1999-2000, 2000-01 and 2001-02 was 27 days, 29 days, and 24 days, respectively.

Conclusion

As the preceding discussion shows, TASC located after-school projects, particularly projects serving elementary and middle-grades students, in the New York City schools whose students displayed very high levels of potential educational risk. It also took steps to accommodate the participation requirements of students with special needs. And it adapted policies and supports that resulted in high levels of program attendance. These efforts meant that students who

needed the benefits that high-quality after-school programming could engender were, in fact, present in the program enough to make positive student-level change possible.

BUILDING QUALITY, SCALE, AND EFFECTIVENESS IN AFTER-SCHOOL PROGRAMS

TASC Activities and Participants' Reactions to Them

Since program inception in 1998, TASC projects have sought the right mix of activities to meet the academic, artistic, athletic, social-emotional, and recreational needs of participants. In this process, many stakeholders have expressed their convictions about what was best for children during the hours after school. Projects responded by developing schedules based on these views and on the overall TASC program framework and the particular needs and interests of students, staff, parents, sponsoring agencies, and host schools. Despite the diversity of influences, however, most TASC projects provided a weekly mix of homework help, academic enrichment, arts activities, physical fitness and sports, recreation, and opportunities for youth development (which sometimes included opportunities for civic participation and learning about careers). Multiple purposes typically motivated every after-school activity.

Profile of TASC Projects

In school year 2003-04, TASC supported a total of 242 school-based after-school projects, including 186 projects in New York City and 56 projects located elsewhere in the state. TASC-affiliated projects in 2003-04 served approximately 50,000 students, 41,200 of whom were enrolled in the public schools of New York City.

This discussion uses two types of data to look at the activities and services offered at TASC projects: (1) interview and observation data collected at TASC sites that participated in the evaluation's in-depth study and (2) survey data collected from students about their experiences in TASC projects and their attitudes and perceptions in relevant areas. The discussion first describes project-level experiences as observed in the in-depth study sites. This review is followed by findings from student surveys that report on students' reactions to their after-school opportunities and their attitudes and perceptions in other relevant areas.

Supporting Academics Through Homework Help, Tutoring, and Enrichment

Although the presentation here is divided between homework help and tutoring on the one hand and academic enrichment on the other, the boundaries between these two areas were not always distinct. In fact, some of the most promising academic-support efforts intentionally blended homework assistance and academic enrichment—with art and community engagement.

Homework Help and Tutoring

A debate in TASC projects and in the after-school field nationally has centered on the type and quantity of homework help that most clearly benefits children in after-school programs. Some observers believe that spending time on homework diminishes after-school participants' exposure to new experiences and to the special forms of learning and development that after-school programs can offer. Others believe that after-school participants need help with their homework and that it is impractical to think that students can return home at six in the evening with enough time to eat dinner, spend time with their families, and complete their homework for the next day. Most TASC projects favored the latter view, offering homework help at least four days per week. For elementary- and middle-grades students, this typically meant supervised study for 45-60 minutes at the beginning of the afternoon program. For high school students, it meant homework help that was typically tailored to specific subjects and circumstances.

At the elementary and middle grades, after-school homework help often looked like supervised study hall. Students worked quietly at tables or desks. After-school group leaders circulated through the room or sat in a central place where they could observe all the students in the room, answer questions, and maintain order. In some of these homework sessions, group leaders required total silence, which allowed students to concentrate on their studies but also felt much like the regular school day. In other cases, staff were somewhat less concerned about whether students remained on task and allowed quiet talking about the assignment or socializing.

An evaluation team member reported an extreme example of a laissez-faire approach to the homework period in the following middle-grades TASC project:

> [Seventh-grade homework help was] a highly unstructured time with very little intended content. The two group leaders simply monitored the room, making sure that no one was harmed during the 45-minute session. Kids were reading, writing, talking, humming, and listening to music via portable CD players. One student stared into space while drinking a Coke. Two or three students concentrated on reading a book; one student completed math homework. Everyone else was talking, writing notes, goofing around, moving desks, etc. The room was very loud. The one positive by-product of forcing the students to attend homework help was that they were able to socialize for an hour at the end of their school day.

Other projects used homework time more productively and, in fact, took the opportunity to coach students in setting priorities among competing homework demands. At a project operated by Citizens Advice Bureau, students started the homework period by identifying their highest-priority or most difficult homework and tackled that assignment first. "We first do the most difficult

subject or the most difficult part of the homework," said the site coordinator, "and if we don't finish, kids finish at home."

High school students' homework help was likely to be tailored to specific subjects that gave students trouble. In some projects, students had access to subject-specific tutors throughout the week. For instance, the Lincoln Square Business Improvement District's high school-based after-school project hired several of the school day's teachers to stay after school and tutor in their subject area one or two days a week.

In another example of tutoring services, Brooklyn College, which operated another high school-based project, obtained additional grant funds to support a full-time, certified teacher to tutor academic subjects in a classroom space called the Learning Studio. Open from 10 a.m. to 6 p.m., the Learning Studio served as a drop-in center where students could receive homework help and/or tutoring from either the teacher or from volunteer college students. On a day that evaluation team members visited this project, the teacher coached a recent immigrant through a writing assignment. The student and the teacher took turns reading the student's essay aloud, while the teacher identified vocabulary words for the student to learn. Observers described the scene as calm, concentrated, and positive. Later, the student told site visitors that this teacher was helping him to learn English by lending him library books on tape. The teacher talked enthusiastically about the student's progress and proudly displayed an article on the after-school project that the student had written, which stated, "Help is the number one thing that is offered in the project. Sometimes in class there is simply not enough time to ask the right questions and grasp a particular concept properly, but there is ample time in free periods and after school at the Learning Studio."

Academic Enrichment

In addition to providing homework help, projects developed academic enrichment opportunities to improve student literacy and numeracy. Engaging activities supported or complemented efforts of the regular school program.

Use of published curricula. Several of the elementary-grades projects visited in the evaluation used formal after-school curricula to enrich their service offerings. For example, a YMCA-operated project enrolled students in 10-week cycles of their Passport Club, which is based on the Putamayo World Music Program (a curriculum that TASC supported through specialized training). Using critical listening and detective skills, students identified cultural clues about languages, customs, clothing, and the arts in the music of various countries. They tracked the music they listened to and learned how to use a global map, and they wrote about their discoveries in journals disguised as passports.

A Citizens Advice Bureau project used a web-based program called the Spaghetti Book Club to teach literacy. With this curriculum, after-school participants read books and wrote reviews. The staff of the Spaghetti Book Club provided students with feedback on their reviews, after which students revised and resubmitted them. Book reviews that met the criteria of the Book Club were published on the web site.

School-driven curricula. Two TASC projects visited in the evaluation adopted academic enrichment activities designed by their host schools. For example, the principal of one host school had designed a test preparation and reading curriculum entitled *Textual Analysis*, which the after-school project used. The principal reported that the provision of these after-school learning experiences based on the school-day curriculum had raised students' test scores. In the other example, a project operated by Sports and Arts in Schools Foundation, known as the Champions Club, provided its fifth- and sixth-grade participants with a program called Champions Plus. This activity focused on English Language Arts test preparation for students who had scored below grade level on previous standardized exams. In observations of this activity, evaluation team members saw groups of students studying together out of workbooks. Students read a passage, the instructor asked a question about it, students selected the answer from a list of choices, and then the instructor asked them to explain where in the text they had found their answer. The instructor gave students time to think, and frequently checked their understanding with questions such as, "Do you need help?" "Do you understand?" "Does everyone agree?" In addition to making sure

Increasing Academic Enrichment Opportunities Through Packaged Curricula

Several curricula have proved especially popular with TASC projects and have been the focus of TASC-sponsored training.

Putamayo Music: First- through fifth-graders "travel" the globe to the beat of Latin salsa, African drumming, reggae, and many other musical styles. Provided at a nominal cost to TASC by Putumayo World Music, participating sites receive Putumayo's World Playground CDs with songs from 14 different countries. The CDs are part of a kit, which also contains a world map showing where the music originated, a teacher's guide, and journals in which students record reflections on their learning.

KidsLit: Created by the Developmental Studies Center (DSC), this program uses children's literature to help develop a love of reading, while also building literacy skills and reinforcing principles of kindness, fairness, helpfulness, responsibility, and respect for others.

KidsMath: Also created by DSC, this program provides opportunities for children in grades 5-6 to use mathematics in settings outside of the classroom. Games and activities help children learn key math skills while having fun. Developed to meet the special needs of after-school projects, KidsMath is designed for both large and small groups, requires few materials, and can be used in structured or unstructured settings.

After-School Science Plus: Developed by Educational Equity Concepts, this program teaches hands-on science to K-8 students, with an emphasis on gender equity for girls. Activities tie in math, environmental science, reading, vocabulary, and writing.

that students understood each reading passage, she gave test-taking tips, such as "You have to go through all of your selections and then see what the most likely answer is. … Throw out the ones you know you cannot possibly use."

> "The message has to go out that our [school's positive academic] results here have not come from a 9-3 schedule [alone]… I more than partially attribute that to after-school…We've created a culture of a full-service organization.… School is here from 8:00 a.m. to 6:00 p.m. What does that mean? It means that all enrichment, remediation, and college prep activities are attached to or in collaboration with our after-school program… The outcome is not just for kids. After many years here, in a place that used to shut down at 3:00 p.m., I now have a good percentage of the staff here after hours, working with kids."
>
> Principal
> Host high school for a
> Children's Aid Society project

Curricula designed by grantee organizations. The TASC project operated by the American Museum of Natural History used the museum's curriculum and materials for after-school enrichment classes that emphasized hands-on science activities. Twice a week, students attended a one-hour class led by museum staff; on the other weekday, they participated in a follow-up activity taken from *Science Out of a Box,* a series of science kits that each held materials for specific science learning units, such as dinosaurs and birds or geology and paleontology. Materials in the box included lesson plans (developed by both project teachers and outside organizations), reference materials, and small tools such as magnifying glasses. Based on a belief that curriculum should change in response to new experiences, staff added to the materials in their boxes as the unit progressed.

The project conducted multi-faceted activities for each unit. For example, to study birds, after-school participants took field expeditions and kept journals, visited the American Museum of Natural History, engaged in hands-on science activities, and produced artwork. One education specialist, a certified teacher from the school, described to the evaluation team the value of a "tree-rubbing lesson" to a second-grade class. Instead of "just flopping leaves onto a piece a paper, students are challenged to think of ways the bark of a tree is similar to their skin. They are asked to compare and contrast parts of a tree with their bodies," she explained. Students enjoyed the science-enrichment classes because, according to one student, "We get to learn [about] things that we don't learn in the daytime, like the Dzanga Sangha Rainforest and fossils!" Every child had an Expedition Portfolio to hold his or her work on the unit. Children created personalized folders, gluing in transparencies for viewing windows and adding other personal touches. With the help of group leaders, they selected the most important pieces of work to keep in their portfolios. At the end of each year, they displayed their expedition portfolios bursting with work at the project's end-of-year celebration, to which parents were invited.

In another example, a TASC project sponsored by the Jacob Riis Settlement House integrated academic enrichment opportunities into the project's unique structure. At this project, program activities were organized into three

academies: Performance Arts, Journalism, and Entrepreneurship. Taught by a teacher from the host school, the Journalism Academy engaged students in writing, formatting, and publishing a TASC after-school newsletter. Students practiced writing, research, and other academic skills and used special layout software to design their newsletter. The goals of this curriculum included teaching students to use facts to inform writing, to draw facts from multiple sources, and to support or refute generalizations with appropriate evidence.

The Entrepreneurial Academy was organized to help participants improve their math skills by running a business. Students managed their own after-school store in the cafeteria where they learned about business functions such as accounts payable, checking accounts, and inventory control. Students decided what to sell, purchased the items at a local discount store, decided what profit they should make and priced the items accordingly, kept track of their profits, and decided as a group how to spend them. The store stocked snacks and simple school supplies, such as pens and paper. For holidays and other events, the store sold specialty items. For example, on Valentines Day, Entrepreneurial Academy students took orders for chocolate candies and roses from teachers and students and delivered the gifts to their customers. According to the site coordinator, this holiday promotional activity was a big hit school-wide.

The Entrepreneurial Academy created many opportunities for teamwork and decision-making. Evaluation team members observed the store in operation while students were gathered in the cafeteria for snacks and homework help. Observers saw much excitement and many purchases. With the help of a math teacher, the students running the store took stock of the day's profits, worked through the calculations on a blackboard, discussed what items were most popular and should be restocked, and decided what items they needed to add to the inventory.

Special opportunities for enrichment at the high school level. A Children's Aid Society project based at a high school provided academic enrichment in several ways. Several years ago, the site coordinator developed and won the school's support for a year-long high school "survival" course that all entering freshmen were required to attend once a week after school. The course used the Overcoming Obstacles curriculum, which encompasses topics such as conflict resolution, health education, and study and work skills. In addition to this course, Children's Aid Society worked with the school to offer credit-bearing classes during after-school hours for students, including courses in Spanish, literature, art, and math. This option was especially popular among students.

The project also established a peer-tutoring service in math. In this effort, it reached out to the school's math teachers, asking them to refer their highest-achieving students to serve as tutors and also to refer students who could benefit from the tutoring. Over 50 students attended an initial informational session explaining the tutoring program. Applicants for tutoring positions had to have

math averages of at least 90 and to submit recommendations from their math teachers and brief essays explaining why they wished to become tutors. Students accepted as tutors were sent congratulatory letters and invited to attend a pizza party, where the principal and site coordinator emphasized the importance of their commitment to tutoring. The tutors were required to attend two three-hour training seminars, held on consecutive Saturdays. The project compensated them for travel to the training and provided lunch to trainees.

In a recent semester, the project had recruited with a core group of 60 tutors who worked one-on-one with tutees twice a week, for a daily total of 25 to 30 tutors working with 25 to 30 tutees. As word about the tutoring spread among students, the number of students who sought tutoring grew. All tutoring occurred in one large room, and while participants made an effort to keep down its noise level, the space, with couches and radio music in the background, had the ambience of a casual drop-in center. Tutors filled out specially designed forms to track tutees' progress. By the end of the semester, 180 students had received help with their math studies. The math-tutoring program inspired students to launch a similar science-tutoring program.

The Lincoln Square Business Improvement District project based in another high school used a club format to engage students in academically enriching activities. A cornerstone of the project was the Poetry Club, which sponsored student poetry readings every month at a nearby Barnes and Noble Bookstore Café. Other clubs at the school included:

- Newspaper Club, which met on an as-needed basis with a bilingual law student who, in turn, worked with volunteers from Morgan Stanley, which also sponsored the paper's printing and distribution

- Investment Club, which met under the direction of one of the school's math teachers who worked with a volunteer from Morgan Stanley

  During one evaluation team visit, this club met to decide which stocks it would purchase with the $10,000 seed money provided by Morgan Stanley. They also debated how to use any profits earned by their investments, discussing whether to reinvest the money, divide it up, or use it to enhance the club. Ultimately, they decided to purchase an electronic ticker tape to monitor the stock market. During a subsequent evaluation visit, five club members worked on a plan to enter a national competition in which each school team would assess the status of the nation's current economic activity and present their findings and conclusions in a public forum, judged by Morgan Stanley professionals.

- Book Club, which was facilitated by a teacher from the school and a Barnes and Noble volunteer and met informally once each month to discuss books on the themes of social awareness and diversity

  The books selected for discussion in a recent semester included *The Yellow Wind* (examining Israeli-Palestinian issues), *Memoirs of a Geisha* (the story of an orphaned Japanese girl), *The Color of Water* (the autobiography of a biracial man raised by a white mother), and *Ah, But Your Land Is Beautiful* (on apartheid in South Africa).

In addition to the club format, the Lincoln Square Business Improvement District project developed one-day workshops and sponsored trips for students to learn more about themselves and the world. On one such trip, three students participated in the Sojourn Project, which guided a group of middle- and high-school students from Washington, D.C., to Alabama, stopping along the way to see and learn about civil rights sites and to talk to adults involved in the civil rights movement. One young man who went on the trip said, "Sojourn taught us all about the civil rights movement, about all the people that fought and were not recognized, like the children. It changed my life."

Enriching Students' Lives Through the Arts

Arts activities in TASC projects were often integrated with other forms of learning, with the dual intent of enriching academic content learning and teaching arts skills and knowledge. Arts activities frequently encouraged after-school participants to view familiar ideas and objects from new, unfamiliar perspectives.

In one such example, a project operated by the Citizens Advice Bureau collaborated with the Metropolitan Museum of Art to integrate art into academic enrichment. Students who were learning about weather systems visited the museum on several occasions to study how artists capture weather in their paintings. The same project partnered with its host school to expand the school's violin program into a full orchestra ensemble by adding a brass and woodwinds section. According to the site coordinator and principal, instead of bringing music consultants to the school between 9 a.m. and 2 p.m., the principal asked them to come from noon until 5 p.m., so that students could participate in music after school as well as during the school day. This scheduling allowed instructors to reinforce in small after-school groups the instruction that they had delivered during the regular school day.

Theme-based and Project-based Learning Using the Arts

A trend that the evaluation monitored among TASC projects was the use of theme-based and project-based learning, both of which typically combined academic and arts enrichment. For example, one high school-based after-school project built its activities around annual themes that reflected the school's mission of peace and justice. In Year 4 of the TASC project, the school's theme was "The Price of Peace, The Cost of War." At the after-school project's end-of-year performance, student readings focused on peace and what it takes to achieve it. At the same event, the modern dance group presented a visual representation of war being overcome by peaceful movements and images.

At the Citizens Advice Bureau project, the site coordinator developed themes that guided programming each semester. One semester's theme was Science, Space, and Technology. The evaluation team observed children making pencil-and-paper drawings of a space shuttle. When participants finished the pencil drawings, the group leader reviewed the parts of the space shuttle with them. As he pointed to drawings of the shuttle, children clamored to name its parts. In a follow-up arts class, students eagerly showed their pencil drawings from the day before.

Each semester, the Citizens Advice Bureau projects organized many of its activities around a project, usually a musical performance, that involved all of the after-school students. Group leaders and specialists in drama, music, dance, and art assigned roles and responsibilities for students to master before bringing the pieces all together in a year-end production such as *The Wiz* or *Anansi the Spider*.

The Performance Arts Academy at Jacob Riis offered classes in music, dance, and theatre. In one activity observed by the evaluation team, middle-school students in a drama class sat in a small circle on the stage listening to and watching the activity leader explain monologues and the importance of understanding the content and message of the monologue before acting it out. "You have to read and know the history of the play before becoming the character." She also told them that they should be open to understanding and enjoying authors like Shakespeare because the topics that they wrote about remained current. When students read the day's script, the activity leader intervened to address both intonation and how punctuation signals meaning. She also led students in a discussion of the meaning of the dialogue. Before ending the session, the activity leader asked participants to choose a monologue from a book they liked, and then to rehearse it for the next group session.

Students in the Lincoln Square Business Improvement District after-school project could join Arts Access, which focused on the visual and performing arts available in the Lincoln Center neighborhood. These students created their own murals, took field trips to area museums, and attended theater and other performances.

Student Choice Involving Arts Experiences

Another trend in TASC after-school projects, particularly those serving students in elementary and middle school grades, was the use of Friday "club" days to offer varied arts and athletic activities reflecting the interests and talents of project staff and the preferences of participants. While elementary school students were generally given a schedule of activities to follow Monday through Thursday, club day offered them the chance to exercise choice. Projects varied in how often they changed their club offerings. The project operated by Good Shepherd Services, for example, offered new clubs each Friday, some of which were recurring, such as basketball, and some of which were offered only once, such as ice cream sundae making. Students with good records of attendance and cooperation made their club selections first.

Some projects adopted clubs and choice throughout the week, meaning that every day was club day. At one project visited by the evaluation team, students in grades K-2 could choose from art, music, gym class, drama, and dance. Third-grade participants chose from MSG Liberty Club, art studio, and homework club. Fourth- through sixth-graders selected from soccer, basketball, Double Dutch, flag football, newspaper/yearbook, student government, chess, team sports, and museum art. The oldest students, those in grades 7 and 8, chose from team sports, varsity track, math test prep, and recreation room. In the project's earliest days, students ranked their activity preferences for club day in three categories: art, athletics, and academics. Students were then scheduled into at least one activity from each category per week. As budgets tightened and choices became more limited, this project began allowing students to choose activities from any domain. Some students selected only art or athletic activities, while others continued to balance their programming with activities in each area.

Pushing Toward Mastery

Student experiences at one project illustrated the varied ways that after-school projects encouraged high levels of engagement, collaboration, and mastery through the arts. At this after-school project operated by the Education Alliance, art and music specialists ratcheted up expectations for what students could learn and do. Across two days of site-visit observations, the evaluation team saw that the building was abuzz with instructors and students deeply engrossed in preparations for their end-of-year performance.

In drama, the teacher watched and directed from the sidelines, demonstrating how to express different emotions and deliver lines and also role-playing so that a student could practice her own portrayal of another character in the same scene. While a student worked one-on-one with the drama teacher, the others watched quietly, giving each actor concentrated time to work out individual scenes. Occasionally, a student role-played with a peer. Students and teacher

took turns trying out different ways to act out scenes, and they offered ideas for rewriting difficult lines. For instance, one girl continually bungled a sentence, and the instructor asked, "Should we change it? It's not friendly to the mouth, is it?" The two came up with words that flowed more easily. The teacher was highly involved, and within a 15-minute observation, it was clear that all the actors had improved their portrayals of their characters.

In chorus, students began by reviewing their day with the instructor, setting a friendly atmosphere in the room. The instructor was clear about his expectations, right down to how students should stand as they warmed up. Students followed every instruction he gave, trying their best to do what was required, even if some had difficulty with it. The instructor asked students to repeat tongue twisters and scales (e.g., "Tim the thin twin tin man," "Do, Re, Mi…."). Explaining that he was learning to listen to them, the teacher asked students to sing what he was singing individually, then in pairs, then in small groups, then the whole group. He helped students to improve their singing through constant modeling and repetition but not criticism.

In jewelry-making, eight girls designed and crafted bracelets, rings, and necklaces, which they planned to sell at the end-of-year program. Their group leader, a specialist in jewelry-making, supported their creativity by showing them different techniques and tools. As they worked, the girls demonstrated new techniques to each other and talked informally about their school day. Many materials were available for their use, including drawers full of colorful beads. The finished jewelry revealed a knowledge of how to construct necklaces, earrings, rings, and bracelets. The specialist said that this class had taken shopping trips to the bead district in Manhattan, visited jewelry stores for ideas, and spent time in the Metropolitan Museum of Art to learn the history of beading.

In an activity that taught students how to play the guitar, youth talked with each other and the instructor in a casual and comfortable manner, never too shy about making mistakes or asking questions. The instructor did not waste energy trying to keep everyone quiet; he used good timing and tone to talk amid the seven strumming guitarists. It was clear that all seven youth had a good command of the material; they frequently asked questions that pushed beyond the immediate to what else they might be able to do with the same notes and materials. As one youth listened to the instructor play through a part, he asked if the notation they were given wasn't a mistake. When the instructor complimented him and asked how he had discovered this, the youth simply said that he had counted, read the music, and sung along as the instructor played.

Keeping Fit

Most TASC project personnel agreed that sports and fitness are a necessary part of any after-school project. In most sites, students arrived at TASC

projects having had little or no physical activity during the school day. Regardless of age, they were eager to move around and release some energy.

TASC's youngest participants tended to engage in less formal fitness activities. Based on observations, movement classes for these participants gave them the opportunity to stretch and exercise while playing games and engaging in dance activities. At one TASC elementary project, the sponsoring organization began each day by setting after-school participants free on the playground. After 30-40 minutes of running around, participants were ready to return to classrooms for arts and academics. At the Peace from A to Z project, elementary students learned new games and sportsmanship during Cooperative Sports. The project kept more than 100 students busy in the school gym at any given time and in ways that everyone enjoyed. Students spent half of their time playing cooperative games with their own group. Sitting in a circle, they played games such as Hot Potato. During the other half of the period, students ran relay races against another team. All activities emphasized teamwork and sportsmanship, and no one won or lost. Students cheered each other on, and the game continued until every team had completed its relay. Cooperative Sports also took into account students' different abilities. For example, when racing for a seat in a circle game, a wheelchair-bound student wheeled around the inside circle of the group, while his opponent ran around the outside.

Several of the TASC sites visited in the evaluation engaged outside specialists to lead sports and fitness activities. Through the TASC partnership with Madison Square Garden, students at some TASC sites learned to dance from Knicks City Dancers. At a Citizens Advice Bureau site, approximately 50 students of different ages registered for this popular activity. Through name games and one-on-one conversations, the Knicks Dancers learned everyone's names by the end of the first day. The Knicks Dancers also taught students a few basic steps while reviewing their expectations for the class. "The most important thing about being part of the Knicks City Dancers is that you must be able to follow instructions," said one instructor. She redirected a couple of children, saying, "Save your energy for your steps … because you're going to be really, really working!" She then had children sit and said, "This is like orientation—orientation is when we give you the rules … and tell you what you're going to do…. You will learn at least three dances…. We do not laugh at each other. If someone falls, you do not laugh … you help them up."

At Harlem Dowling's after-school project, a black-belt karate instructor taught kindergarten students with help provided by second-grade and fourth-grade students. The karate specialist used a range of instructional strategies, from lecturing to demonstrating a karate movement to coaching as youth replicated the movements. When students were asked to practice moves, the karate specialist walked around the gym supervising while his "student teachers" took charge of groups of five to six kindergarteners each. The older students were very confident and serious; they taught karate moves, counted off steps for other students, and

refined the younger students' poses when necessary. The instructor approached all of the students in a positive manner. He assisted youth in mastering the steps, provided individualized feedback, and delivered praise. Students concentrated, listened attentively, and responded, using the correct karate vocabulary throughout the class. Adult group leaders at the sideline made up the cheering section.

Middle-grades participants at another project stayed fit in activities designed to hone specific skills while imparting a sense of fun and camaraderie. In a karate class, youth were observed sitting or standing in a line, meditating, then stretching and working on kicks. They enjoyed the activities, although some grimaced when the sensei told them that their attempts at stretching and throwing kicks were laughable and that they needed to try much harder. The sensei interacted with them in a friendly manner, and encouraged them to try new moves or to take their current skills to the next level. "You cannot rely on one foot!" he shouted. "If you can do the kick with one foot, you must be able to do it just as well with the other one, if not better!" He followed this with two very skillful kicks with both legs, which impressed the youth tremendously. As the sensei watched youth move through the exercises, he gave them personal feedback and demonstrated moves, at one point, sliding down into full splits, which provoked the youth to gawk and smile until he told them that they would soon do it also.

In observations of a girls' basketball activity at this site, evaluators watched students scrimmage in 15-minute halves while the group leader attempted to make the scrimmage as much like a real game as possible. One team wore special uniform shirts and the other group did not; they used the scoreboard to keep track of time, fouls, possession, and points. The group leader acted as the referee, using a whistle and making calls not normally used in games for younger players (e.g., lane violation, over and back, shot clock). When the clock stopped, he gathered the girls to explain different game concepts. His tone was very positive with the youth, and he brought integrity and seriousness to the game by holding the players to real rules.

A Sports and Arts in Schools Foundation project observed by the evaluation team gave its middle-grades participants a choice of two activity plans. This project broke its after-school period into two 75-minute blocks. One block was for homework help and the other for arts or sports activities. While each plan offered five days of homework help, one plan offered three days of athletics and two days of art instruction, and the other plan offered three days of art and two days of athletics. In 2003, sports activities included martial arts, flag football, fencing, boys' and girls' basketball, soccer, and Double Dutch. Dance, bridging both the arts and fitness realms, was offered as well. Evaluation team members reported that during an observation of a football practice, students closely followed the coach's fast-paced commands to run in place, drop to the floor, get up, kick, etc. The students appeared to enjoy the warm-up, laughing as they participated. Although the coach used a commanding tone, his interactions with

students were positive. He brought a sense of humor to each activity, even when punishing a student for not following an instruction. When making a student hold a position on the ground, the coach hopped back and forth over the student while singing, creating a humorous atmosphere that amused everyone, including the student on the ground. During the scrimmage portion of the activity, the coach continued to instruct, pointing to where the young athletes were to throw the ball or stand. He also encouraged students to work as a team, and joined their huddles to discuss each play.

In fencing, youth in this project stood in two lines and counted out loud as they stretched. When students performed the stretch incorrectly, the instructor had everyone start stretching and counting again. The instructors observed each youth's progress in executing the fencing moves and gave each student individual attention. Students concentrated as they performed the drills, visibly altering their posture and approach in response to the instructor's feedback. While the atmosphere was strict and regimented, the activities were clearly fun.

At several of the high school projects observed, physical education teachers from the regular school day and outside contractors provided focused skill development in several sports. One high school project offered swim class four days a week, taught by a physical-education teacher from the school. Two days a week, youth were taught swimming skills. On the other days, they played water games. This balance allowed students to learn skills while also learning to enjoy the water. In observations of the class, evaluators saw youth play "Steal the Bacon." They were engaged, listened to the teacher for the next instructions, and cheered for teammates.

Fostering Youth Development at TASC Projects

TASC projects promoted youth development through special, targeted activities such as circle time, conflict-resolution instruction and practice, community service, and student government. Spanning these activities, projects fostered youth development through ongoing positive, supportive relationships and interactions between staff and students and also through a relatively low adult-participant ratio.

Promoting Youth Development Through Formal Learning Activities

Projects built youth development opportunities into virtually every type of after-school activity, giving youth time to discuss, role-play, and write on issues directly related to their healthy maturation and development. For example, at Harlem Dowling's after-school project, students typically began their day with 10 to 15 minutes of circle time, which consisted of unstructured time to relax while reviewing plans for the afternoon and sharing experiences from the school day.

The TASC project operated by Jacob Riis taught students positive social skills through several different types of experiences. In one activity observed by evaluation team members, a social worker and group leader led a discussion about revenge, in which students listened respectfully to one another and concluded the discussion with a hearty round of applause. In the second part of the period, the social worker led students through a trust-building activity in which students passed a ball down a line without using their hands. They passed the ball three times, with the goal of improving their time. Students enjoyed the activity and participated in it enthusiastically, giggling about girls and boys passing the ball to each other with their chins. The leader turned the laughter into a learning moment. She asked the boys, "Was it a problem giving the ball to a girl?" Students discussed their reactions with respect and candor.

TASC Scholars and Mentors: Everyone Gains

In Year 3, TASC implemented the TASC Scholars Program, which trained TASC high school participants to work as group assistants, tutors, and mentors in TASC projects serving elementary school students, as reported in Chapter 1.

To become a TASC Scholar, high school participants had to maintain a B- average or better and agree to attend workshops at the Hunter College School of Education. These workshops focused on developing the knowledge and skills necessary to be effective in after-school settings. Once placed at an after-school project, TASC Scholars were provided an annual stipend of $1,200 as well as on-site supervision at both the high school and elementary school sites.

In Year 4, TASC implemented the TASC Mentors program, which mirrored the TASC Scholars program in every way except that high school students were placed in TASC middle school projects rather than projects hosted by elementary schools. Provided by the City University of New York, training for the TASC Mentors included: Understanding Adolescent Development, Literacy and Academic Support, Healthy Choices, Self-Esteem and Body Image, and Program Evaluation and Wrap-up.

By working in the TASC middle-school projects, TASC Mentors provided a positive role model for their younger peers, earned money, developed their resume, and honed workplace skills. While TASC Mentors did not work alone with students, they provided much-needed assistance to group leaders. This meant that they helped middle-school students while also helping TASC projects to increase personal attention to students in a cost-effective way.

Promoting positive youth development was a major focus of many of the high school projects as well. These projects implemented formal activities to develop students' leadership and/or communication skills, attachment to their community, and ability to avoid risk behaviors. For example, students at the Children's Aid Society high school project could participate in activities such as ASPIRA (a leadership and Hispanic awareness club), internships in which they tutored middle school youth, and mentoring by Mt. Sinai medical students who, among other things, offered a course in AIDS awareness and prevention. In another high school project operated by Brooklyn College, students could join Project Peace, which combined a conflict resolution curriculum with writing activities such as listening to and analyzing rap song lyrics.

Another high school project offered an especially extensive approach to youth development that focused on engaging youth in their community. Once a

week, participants in this project attended the HIP (Holistic Individualized Process) program, an activity that encouraged youth to discuss issues relevant to the after-school program and their community. A central goal of this activity was for participants to learn how to discuss their problems without getting into a fight. They learned anger management and relaxation skills such as deep breathing. When these strategies were not enough to enable students to resolve a dispute, a facilitator trained in conflict resolution and mediation was brought in to help students peacefully resolve problems. In Year 4, youth in this project participated in projects and events that included: a clean-up and mural decoration of a community garden that was previously a littered vacant lot; voter registration drives; teaching art to senior citizens; participation in several human rights marches; and vigils for victims of 9/11 and the American Airlines flight that crashed on its way to the Dominican Republic.

Developing a Sense of the Future

Internships and college visits arranged by TASC projects introduced some high school participants to career and higher-education options. One high school project arranged Saturday college tours for students and their parents, including opportunities for high school students to eat lunch with college students. After one of these lunches, a TASC participant told a member of the evaluation team that she realized that she would fit right into the college scene. Two projects arranged internships for participants in community businesses. To prepare students to apply for jobs and college, several projects offered resume writing and SAT prep courses. Another created an even more extensive set of opportunities for college-bound students, offering them SAT preparation courses, college and scholarship resources, career panels, training in study skills, college exploration, and resume writing workshops. Columbia University undergraduates, trained by The College Board, led a free two-month twice-a-week SAT preparation course at this site for 20 TASC students. This project also offered scholarships for seniors to attend a school-sponsored college tour in Washington, D.C.

In Year 4, several high school projects joined a TASC city-wide program that uses resources from the Workforce Investment Act (WIA) to deliver academic support and career preparation to 14- to 18-year-old low-income students at risk of dropping out of school. This opportunity was known as the TASC Fellows program.

Improving Youth Relationships

Every TASC project visited in this study saw its work as an ongoing opportunity for after-school participants to try out and learn new, more mature approaches to building and sustaining positive relationships. Projects encouraged students to engage in daily, friendly interactions that often included both

conversations with peers whom they might ordinarily never get to know and serious discussions with peers to work out problems as soon as they arose. Project staff modeled these interactions themselves, understanding that opportunities to learn how to build positive relationships were as important as any other learning opportunities in the after-school setting.

Staff-student relationships. Although projects implemented activities specifically designed to enhance youth development, the staff-student relationship remained the primary vehicle for developing students' sense of self-worth, sense of community, and mindfulness about their own future. The staff-student relationship is central to the TASC model, which requires projects to maintain a 1 to 10 staff-student ratio, as reported earlier. The TASC model is also explicit in its expectation that grantee organizations recruit after-school staff who are highly qualified in youth development. According to observations of staff-student interactions at TASC sites, this theory was implemented consistently at the service level.

For example, in one after-school project operating in a middle school, the chorus instructor began class by asking students to gather on the rug. Before reviewing the rehearsal schedule, he explained that one student needed to pull out of rehearsals due to homework pressures. However, the student wanted to come to the final rehearsal and participate in the performance. Despite the group's rule that students must attend all of the rehearsals to be in the final show, the instructor wanted to know if the group should make an exception in this case. Students gathered in the circle shared opinions on whether the absent girl should be able to participate in the performance and ultimately agreed she could. With this resolved, youth went on to share news of their day with the instructor and to discuss and resolve their own rehearsal conflicts.

Developing friendly relationships between staff and students as well as encouraging student input was also a major theme in other middle school projects. During fashion class at one Sports and Arts in Schools Foundation project, students clamored for the instructor's attention to show her their fabric samples, request permission to use the sewing machines, and seek individual feedback. The instructor patiently listened to each student's concerns, paying attention to what each student said and responding appropriately without ever raising her voice amidst the activity all around her. One girl spontaneously performed a rap for the instructor, including the line "because you're my friend." Another came up to apologize to the instructor for being rude earlier when the instructor had asked her to do something and the girl replied "So what?" The instructor did not seem to remember the incident but graciously accepted the apology and smiled.

Peer relationships. For the most part, positive staff-student relationships also appeared in peer relationships among after-school participants. For example, at the Jabob Riis project, small groups of three to four students were observed painting a mural related to medieval warfare. Youth in each group took turns

painting because of the tight spaces involved, but they all decided together the colors to use in particular areas. While the youth worked on their paintings, they talked, sometimes laughing and making jokes, creating a friendly environment. The activity leader walked around and when necessary instructed students on painting technique. He modeled for one student how to use the big brush. One of the groups stopped painting because they hadn't decided what colors would be best. The activity leader came over and said, "You guys have to talk it over and decide what you are going to do with that." This remark encouraged them to arrive at consensus.

In basketball practice at a Sports and Arts in Schools Foundation project, girls cheered for each other as they attempted (and usually missed) the basket. Despite frequent misses, the tone was very positive. "Here she goes—and—she misses!" They took turns and showed off to each other. They each made a fairly big show in their attempts to shoot a basket, taking time to set themselves up, crossing themselves, and imploring the heavens for help.

Student Reactions to After-School Project Supports and Opportunities

The evaluation measured student reactions to many types of stimuli provided by TASC activities and services. In particular, it asked students to assess the degree to which the TASC project had fostered positive social interactions, built a sense of community within their projects, given participants opportunities to grow, exposed them to new experiences, engaged them in learning, and given them an overall satisfying experience. This section describes student responses to questions on these topics. The evaluation used separate survey forms for students in grades 4 and 5 (the elementary-grades survey), grades 6 through 8 (the middle-grades survey), and grades 9 through 12 (the high-school survey).

In general, students' reactions and perceptions, as reported in the surveys, were fairly stable across the evaluation period. Where noteworthy changes occurred across years, they are reported in the discussion that follows. Analysis of change is based on comparison of responses across Years 2, 3, and 4 of TASC operations; Year 1 survey responses are not used because the N was small and because some items were adjusted for clarity after the first year of survey administration. Where there was no significant change over time, only the Year 4 responses are reported.

Analysis of survey responses categorized the mean student response to a given item as high if students rated the items in the scale, when combined across all the items included in the scale, at 75 percent of the possible maximum rating or higher (e.g., on a scale where the possible scores ranged from 4 to 16, a mean

response of 14 or higher was classified as high).[1] Where an item in a scale expressed a negative view (e.g., "at the after-school project, teachers can't be trusted"), the item was reverse-coded, so that high ratings always depict positive reactions. (For example, a respondent who strongly disagreed that "teachers can't be trusted" would be recorded as responding very positively to the item.) Reverse-coded items are marked "(R)" below. However, there is reason to believe that the items expressing a negative view may have been hard for the elementary-grades students to understand, so those responses from elementary-grades respondents may include error in respondent interpretation. More information on these scales is presented at Appendix A.

Fostering Positive Social Interactions

As described above, projects encouraged a sense of belonging and positive support among after-school participants in many ways, in part by giving students opportunities to socialize in a relaxed setting and by actively teaching them how to interact in positive ways. The evaluation measured the quality of students' relationships with peers and adults by asking survey questions that were combined into several scales.

Positive peer interactions. The elementary-grades social interactions scale combined students' reactions to the following survey items:

- At the after-school project, I have a lot of friends.
- At the after-school project, I get to know other kids really well.
- At the after-school project, I can really trust the other kids.
- At the after-school project, I like the other kids.
- At the after-school project, I have a good time playing with the other kids.

In Year 4, 58 percent of respondents agreed with the items in this scale at a high rate. This level was consistent with prior years. Students who expressed the highest level of satisfaction with their TASC project were significantly more likely to respond very positively to this scale than were students who did not express a high level of satisfaction. Students' positive responses to this scale were also strongly associated with the frequency of their self-reported after-school attendance.

[1] This method of analyzing students' responses differs somewhat from the method used to analyze the student scales presented in the interim reports of this evaluation. The evaluators made this change to increase the consistency of reporting across scales with differing numbers of response options. An effect of the reanalysis is that reported responses appear somewhat lower, due to the different analysis method used. The evaluators reanalyzed the student-scale data from prior years as part of the work reported here. As noted above, all significant changes across years are reported in the discussion that follows.

Positive staff interactions. The elementary-grades staff interactions scale measured responses to the statements below. The more a student disagreed with the statement, the higher his or her score on the scale.

- At the after-school project, teachers can't be trusted. (R)
- At the after-school project, teachers don't care what I think. (R)
- At the after-school project, teachers punish kids without knowing what happened. (R)
- At the after-school project, teachers get mad whenever you make a mistake. (R)

The middle- and high-school versions of this scale measured student responses to the following:

- At the after-school project, teachers don't care what I think. (R)
- At the after-school project, teachers punish kids without knowing what happened. (R)
- At the after-school project, teachers and students don't seem to like each other. (R)

In Year 4, **29 percent of elementary respondents responded in a highly positive manner on this scale** (which in this case meant that they disagreed with the items in the scale). As noted above, however, it is very possible that some students misunderstood the instructions for responding to these survey items. **Among middle-grades and high-school students, 48 percent responded very positively.** As in the previous example, students who expressed the highest level of satisfaction with their TASC project were significantly more likely to respond very positively to these scales than were students who did not express a high level of satisfaction. However, middle-grades and high-school students' positive responses to this scale were negatively associated with the frequency of their self-reported after-school attendance.

Trust of staff. The evaluation gauged elementary students' trust and respect for TASC staff using a scale that combined responses to the following survey items:

- At the after-school project, teachers always try to be fair.
- At the after-school project, the teachers really care about me.
- At the after-school project, the teachers always try to keep their promises.
- At the after-school project, I feel safe and comfortable with the teachers.
- At the after-school project, when a teacher tells me not to do something, I know there must be a good reason.
- At the after-school project, teachers will always listen to our ideas about how to make the project better.

The middle- and high-school version of this scale employed the following items:

- At the after-school project, teachers always try to be fair.
- At the after-school project, the teachers really care about me.
- At the after-school project, the teachers always try to keep their promises.
- At the after-school project, I feel safe and comfortable with the teachers.
- At the after-school project, I feel that I can talk to the teachers about things that are bothering me.

In Year 4, **59 percent of elementary-grades respondents responded in a highly positive manner to this scale, as did 44 percent of middle- and high-school respondents.** Elementary-grades students who expressed the highest level of satisfaction with their TASC project were significantly more likely to respond very positively to this scale than were students in the same grades who did not express a high level of satisfaction. Elementary students' positive responses to this scale were strongly associated with the frequency of their self-reported after-school attendance.

One-on-one adult interactions in the after-school project. This scale measured the extent to which middle-grades participants experienced one-on-one interactions with adults in the after-school project. The scale reflects the frequency with which students reported individual discussions with adults in the program about the following topics:

- What's going on in your life
- School or schoolwork
- Personal things that you don't tell most people
- Your future goals or plans

In Year 4, **18 percent of middle-grades participants provided very positive responses to these items.** Students' positive responses to this scale were strongly associated with the frequency of their self-reported after-school attendance.

Adult support in the project. The evaluation developed a scale to measure the availability of adult support to middle-school participants in TASC projects. This scale combined students' reports of how many adults in the project:

- Pay attention to what's going on in your life
- Tell you when you do something good
- You would go to for advice about personal things
- You could go to if you were really upset or mad

- You could go to for help with schoolwork or school problems
- You could go to for help resolving an argument

In Year 4, **24 percent of middle-grades participants responded to these items very positively.**

Building a Sense of Community

To assess whether students viewed their TASC project as a community in which they were members and in which they experienced a sense of belonging, the evaluation combined responses from three scales, including the project connection scale and scales focused at elementary grades and at the middle- and high-school grades on the project as a community.

Program connections. The program connection scale used the following survey items to measure students' sense of belonging in the TASC project:

- This is a comfortable place to hang out.
- I feel like I belong here.
- I feel like I matter here.
- I feel like I am successful here.
- I feel like my ideas count here.

In Year 4, **53 percent of all respondents reacted to this scale in a very positive manner.** Students who expressed the highest level of satisfaction with their TASC project were significantly more likely to respond very positively to these scales than were students who did not express a high level of satisfaction. Students' positive responses to this scale were strongly associated with the frequency of their self-reported after-school attendance.

The project as a community. The two scales in this category measured students' perceptions that the TASC project was a community in which people worked together. The elementary-grades scale combined the following survey items:

- People care about each other in this project.
- Students in this project don't seem to like each other very well. (R)
- Students in this projectram work well together to solve problems.
- Some other students will try to help me when I am having a problem.
- At the after-school project, teachers and students treat each other with respect.
- At the after-school project, students care about each other.

The middle- and high-school versions of this scale included the preceding items plus the following:

- Students in this project just look out for themselves. (R)
- Student in this project are willing to go out of their way to help someone.
- Students in this project don't get along together very well. (R)
- Students in this project are mean to each other. (R)

In Year 4, **44 percent of elementary-grades students responded very positively to the items in this scale, as did 30 percent of middle-grades and high-school students.** Elementary-grade students who expressed the highest level of satisfaction with their TASC project were significantly more likely to respond very positively to the sense of community scale than were students who did not express a high level of satisfaction. Student responses across all grades represented a significant increase in very positive reactions since Year 2.

Giving Youth Opportunities to Grow

The evaluation used scales that addressed life skills and leadership (for middle-grades students) and students' sense of autonomy (for elementary-school students) to measure TASC projects' success in preparing students for future challenges and opportunities.

Opportunities to learn life skills. This scale measured the extent to which the after-school project helped middle-grades students do the following:

- Learn skills that will help me be a leader
- Learn skills that will help me get a job
- Learn skills that will help me do better in school
- Learn skills that will help me be successful in life
- Think more about the future
- Learn how to get into college
- Learn to work together with other students
- Learn how to avoid getting into fights
- Learn about different jobs or careers

In Year 4, **56 percent of middle-grades students responded very positively to this scale.**

Opportunities for leadership. This scale measured the extent to which middle-grades participants have:

- Been elected by or have participated in electing other students to a position in the project

- Volunteered or been selected to work in or lead an activity
- Helped out in the office
- Been paid to work at this project
- Helped out on a youth council or leadership team for this project
- Helped plan special or regular project events or activities
- Helped with meetings for parents or community members
- Been asked by staff for feedback/comments about the project or an activity

In Year 4, **only 3 percent of middle-grades students responded very positively to this scale.**

Sense of autonomy within the after-school project. To measure the feelings of elementary-grades students about their own sense of autonomy within the after-school project, the evaluation asked about the extent to which respondents agreed with the following statements:

- At the after-school project, I get to do what I want.
- At the after-school project, the teachers let me decide what to do here.
- At the after-school project, I get to choose what I want to do.

In Year 4, **11 percent of students responded very positively to the items in this scale.** Responses to this scale were negatively correlated with students' satisfaction with the after-school project. This combination of reactions suggests that autonomy, at least as measured by this scale, was not valued by elementary-grades participants.

Exposing Students to New Experiences

A consistent finding of the TASC evaluation has been about the role of the projects in exposing students to new experiences. The evaluation measured students' perception of such opportunities through the TASC opportunities scale and the middle-school performance mastery scale.

Opportunities available through the TASC project. This scale combined students' responses to the following survey items:

- I get a chance to do new things here.
- I get to do things here that I don't usually get to do anywhere else.
- I get to work on projects here that make me think.
- I get to go places that I usually don't get to go.
- There is a lot for me to choose from here.
- The activities really get me interested.

In Year 4, **51 percent of students responded very positively to these items,** which represented a significant increase in very positive responses since Year 2. Students who expressed the highest level of satisfaction with their TASC project were significantly more likely to respond very positively to the TASC opportunities scale than were students who did not express a high level of satisfaction. Students' positive responses to this scale were strongly associated with the frequency of their self-reported after-school attendance.

Opportunities for mastery of performance skills. This scale measured the relationship between participation in the after-school project and middle-school students' mastery of performance skills. The scale combined responses about the extent to which the after-school project helped students:

- Learn to play a musical instrument, sing, dance, draw, paint, or do some other art form really well
- Speak in front of a group
- Perform in front of a group

In Year 4, **49 percent of respondents reacted very positively to this scale.** Students who expressed the highest level of satisfaction with their TASC project were significantly more likely to respond very positively to the scale than were students who did not express a high level of satisfaction.

Engaging Students in Learning

Many of the activities undertaken by TASC projects aimed, either primarily or secondarily, to engage students in learning and to help them become more successful learners. They implemented this aim both by working to improve the skills and knowledge that contribute to school success and by reinforcing the importance of school success and students' perceptions of themselves as individuals capable of that success.

Academic self-esteem. Because of the likelihood that this characteristic would help predict other attitudes and perceptions, the evaluation measured students' academic self-esteem. The scale sought students' reaction to the following statements:

- I think I am a good student.
- I am not a very good student. (R)
- I am doing a good job in school.
- I don't do very well in school. (R)

In Year 4, **62 percent of students responded very positively to this scale,** but this level represented a significant decline in such responses since Year 2. Students who expressed the highest level of satisfaction with their TASC

project were significantly more likely to respond very positively to the scale than were students who did not express a high level of satisfaction. Students' positive responses to this scale were strongly associated with the frequency of their self-reported after-school attendance.

Importance of school. The evaluation created a scale to assess the importance of school for middle-grades students. It combined responses to the following items:

- Doing well in school is important to me.
- The things I am learning in school will be important later in life.
- I need to finish school to get a job.
- The things I am learning in school will be useful in a job or career.

In Year 4, **84 percent of students responded very positively to this scale,** indicating their strong belief in the importance of school. Students' positive responses to this scale were strongly associated with the frequency of their self-reported after-school attendance.

Academic benefits of TASC participation. The evaluation created two scales to measure the academic benefits that students believed they gained from the TASC project. One scale applied to elementary students, and the other to middle- and high-school students. The elementary-grades scale combined responses to the following items:

- The after-school project has helped me learn to speak and understand English better.
- The after-school project has helped me read and understand more.
- The after-school project has helped me feel more comfortable solving math problems.
- The after-school project has helped me finish my homework.

The scale for middle-grades and high-school students included the preceding items, plus the following:

- The after-school project has helped me feel more comfortable writing papers.
- The after-school project has helped me feel more confident solving math problems.
- The after-school project has helped me to use computers to do homework or other activities.

In Year 4, **55 percent of elementary-grades respondents provided very positive responses to this scale, compared with 54 percent of middle-grades respondents, and 64 percent of high school respondents.** Students in the elementary grades showed a significant increase in their very positive responses

to this scale since Year 2. Students at all grade levels who expressed the highest degree of satisfaction with their TASC project were significantly more likely to respond very positively to the scale than were students who did not express a high level of satisfaction. Middle-grades and high-school students' positive responses to this scale were strongly associated with the frequency of their self-reported after-school attendance.

Overall Satisfaction with the After-School Experience

In Year 4, **54 percent of all surveyed students agreed with the statement, "I really like the program it's great,"** while 37 percent of students agreed with the statement, "I sort of like the program it's okay." Eight percent agreed that "I don't like the program at all–I wish I didn't have to come." This overall pattern of student reactions had remained stable since Year 2.

Conclusion

Taken altogether, these student responses suggest that many participating students saw their TASC-supported after-school projects as providing learning benefits both directly (by helping them to master new skills and knowledge) and indirectly (by providing time to finish homework assignments). Moreover, these student-reported reactions are consistent with their other reactions in areas less directly related to academic learning, such as exposure to positive new experiences and other opportunities for personal learning and growth. These reactions suggest the likelihood that students are benefiting academically from their after-school experiences in ways that might show up on measures of educational performance.

Students' responses are, moreover, consistent with the type of after-school activities that their TASC projects conducted. In general, projects designed and conducted activities that would appeal to and engage students while also promoting positive academic, cultural/artistic, and physical development. These program goals drove project decisions about staffing, professional development, space, equipment, supplies, and relationship-development with the host school and other partners.

Appendix A

Scales Embedded in the Year 4 Student Surveys

Student Survey Scales

Elementary-grades Social Interactions

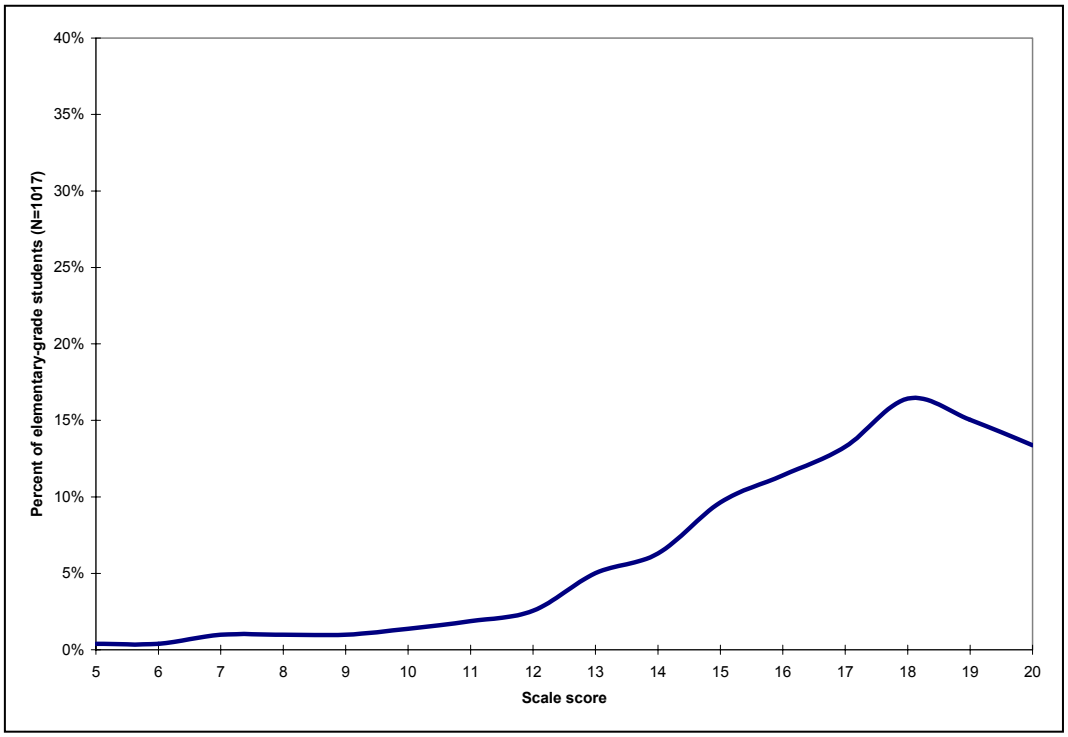
Items:
Below are some statements that might describe how you feel about the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates more positive social interactions.)

1. I have a lot of friends here (scale: 1-4)
2. I get to know other kids really well here (scale: 1-4)
3. I can really trust the other kids here (scale: 1-4)
4. I like the other kids here (scale: 4-1)
5. I have a good time playing with other kids here (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.76	16.5	3.1	5.0	15.0	19.0	20.0

Scale source: After-School Environment Scale, Peer Affiliation Scale, Rosenthal and Vandell (1996)



Elementary-grades Sense of Autonomy

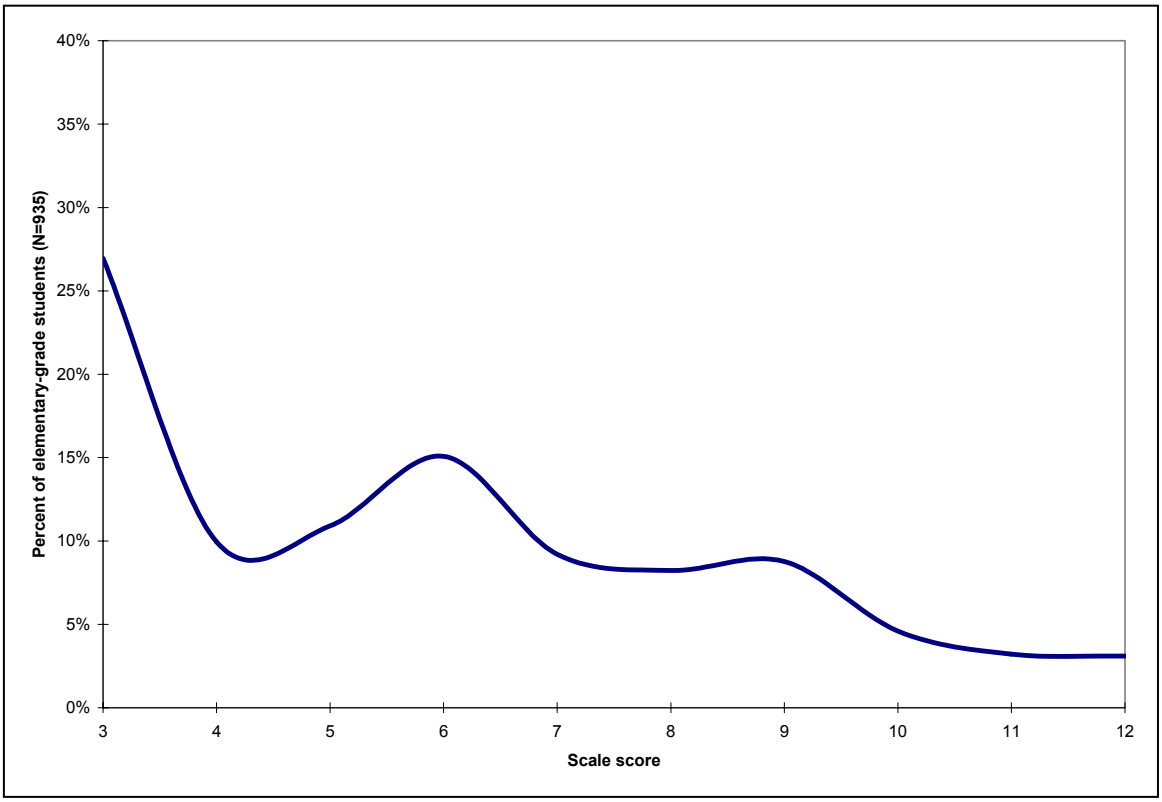
Items:
Below are some statements that might describe how you feel about the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot.
(A higher score indicates a greater sense of autonomy.)

1. I get to do what I want here (scale: 1-4)
2. The teachers let me decide what to do here (scale: 1-4)
3. I get to choose what I want to do here (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.70	5.9	2.6	3.0	3.0	8.0	12.0

Scale source: After-School Environment Scale, Peer Affiliation Scale, Rosenthal and Vandell (1996)



Program Connection

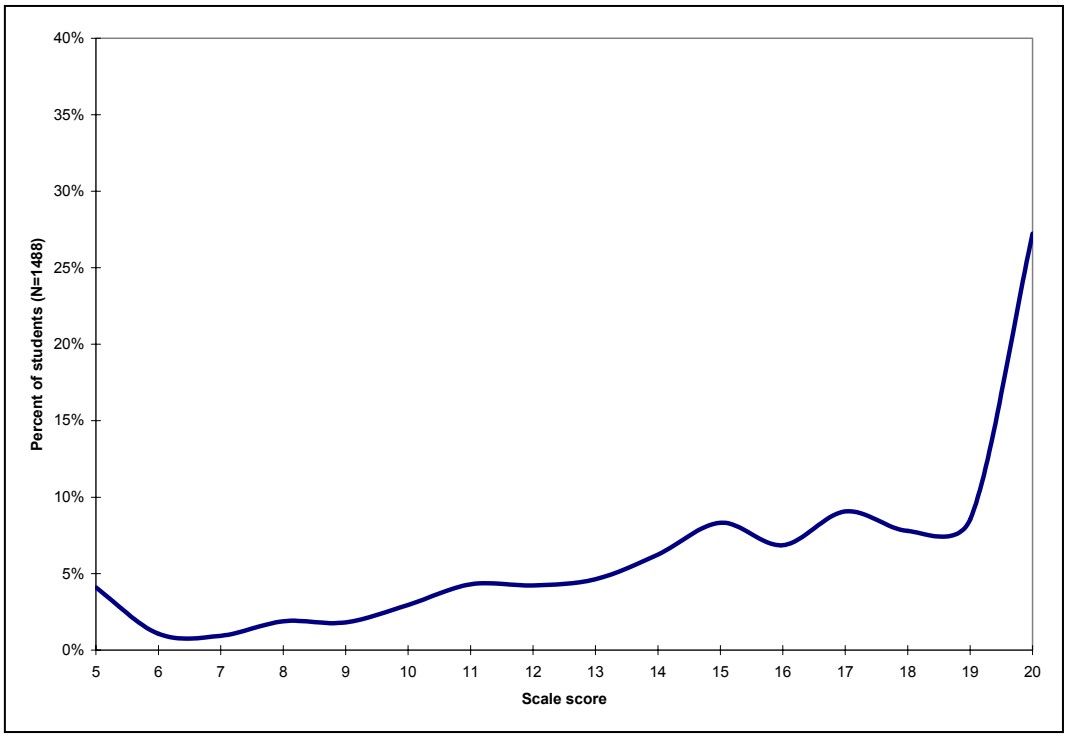
Items:
Below are some statements that might describe how you feel about the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates a greater connection to the after-school program.)

1. This place is a comfortable place to hang out (scale: 4-1)
2. I feel like I belong here (scale: 4-1)
3. I feel like I matter here (scale: 4-1)
4. I feel like I am successful here (scale: 4-1)
5. I feel like my ideas count here (scale: 4-1)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.88	15.8	4.2	5.0	13.0	20.0	20.0

Scale source: Public Private Ventures/Safe Havens VYSO Youth Survey (1997), Belonging Scale



TASC Opportunities

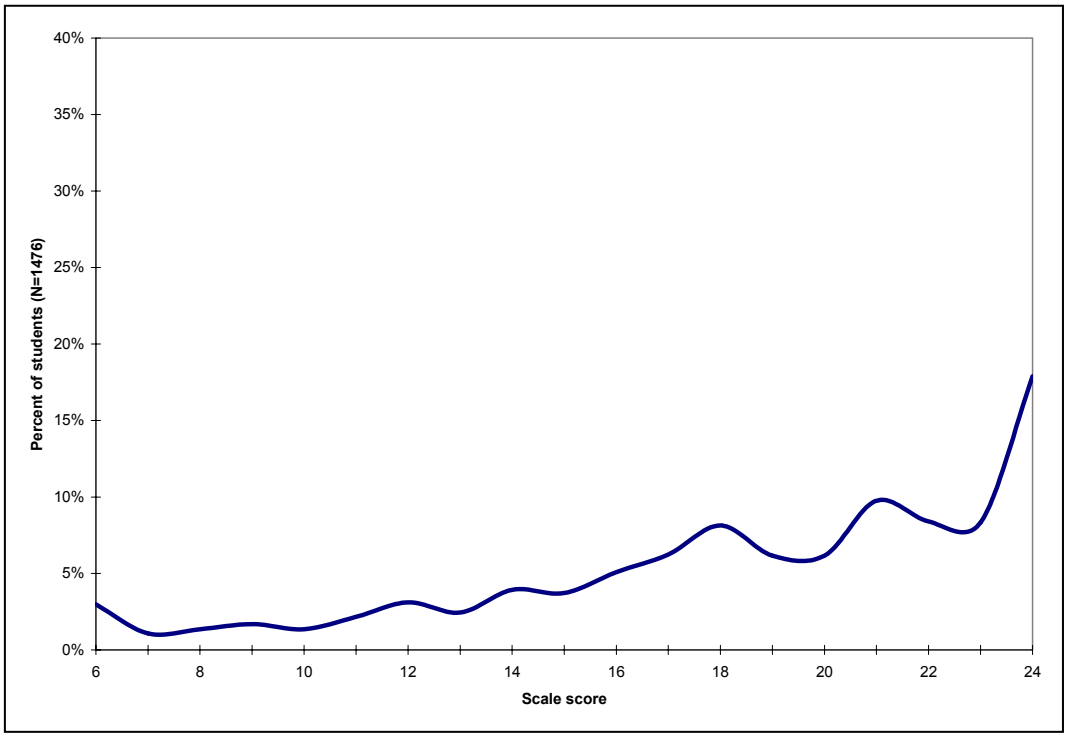
Items:
Next are statements that might describe how you feel about the choices and activities that the after-school program has to offer. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates more perceived opportunities for activities through the after-school program.)

1. I get a chance to do a lot of new things here (scale: 1-4)
2. I get to do things here that I don't usually get to do anywhere else (scale: 1-4)
3. I get to work on projects here that make me think (scale: 1-4)
4. I get to go places that I don't usually get to go (scale: 1-4)
5. There is a lot for me to choose from here (scale: 1-4)
6. The activities here really get me interested (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.86	18.5	4.9	6.0	16.0	23.0	24.0

Scale source: Public Private Ventures/Safe Havens VYSO Youth Survey (1997), Challenge Scale



Academic Self-Esteem

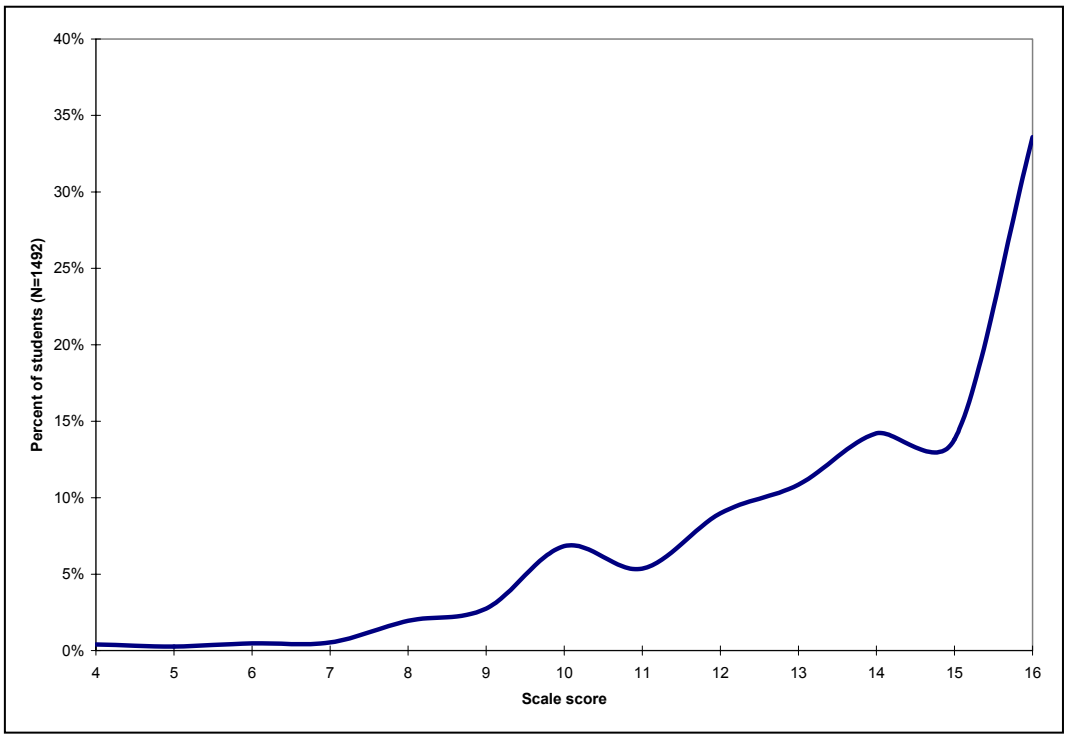
Items:
How do you feel about each of the following statements? For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates greater academic self-esteem.)

1. I think I am a good student (scale: 1-4)
2. I'm not a very good student (scale: 4-1)
3. I am doing a good job in school (scale: 1-4)
4. I don't do very well in school (scale: 4-1)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.74	13.7	2.4	4.0	12.0	16.0	16.0

Scale source: Child Development Project, Academic Self Esteem Scale, Developmental Studies Center



Elementary-grades TASC Community

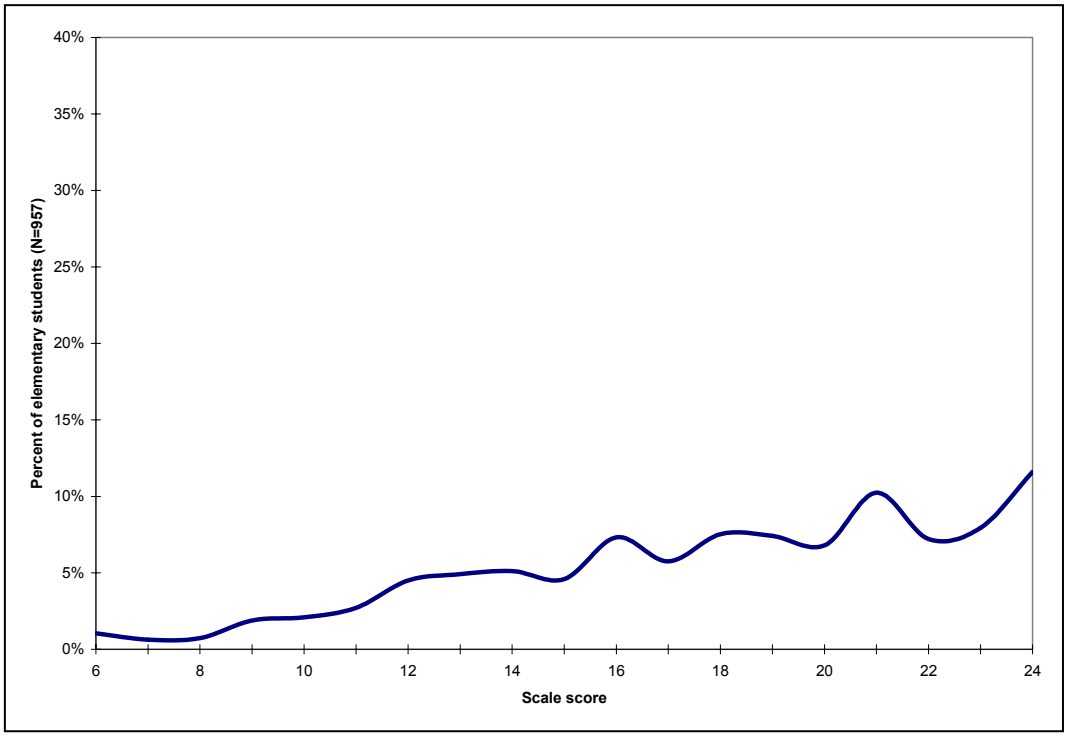
Items:
Below are some statements that might describe how people treat each other at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates greater feelings of community.)

1. People care about each other in this program (scale: 1-4)
2. Students in this program don't seem to like each other very well (scale: 4-1)
3. Students in this program work together to solve problems (scale: 1-4)
4. When I'm having a problem, some other student will help me (scale: 1-4)
5. Teachers and students treat each other with respect in this program (scale: 1-4)
6. Students in this program really care about each other (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.80	18.0	4.5	6.0	15.0	22.0	24.0

Scale source: Child Development Project, Sense of School as a Community Scale, Developmental Studies Center



Middle and High School TASC Community

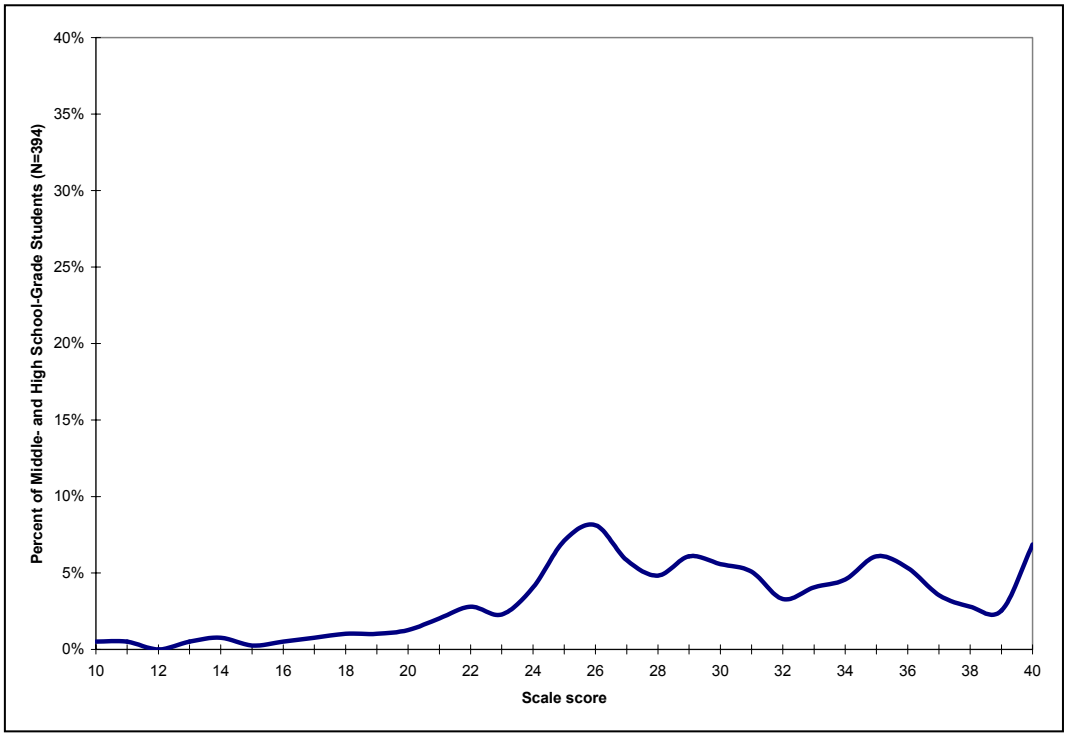
Items:
Below are some statements that might describe how people treat each other at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates a greater sense of community at the after-school program.)

1. People care about each other in this program (scale: 1-4)
2. Students in this program don't seem to like each other very well (scale: 4-1)
3. Students in this program just look out for themselves (scale: 4-1)
4. Students in this program are willing to go out of their way to help someone (scale: 1-4)
5. Students in this program work together to solve problems (scale: 1-4)
6. Students in this program don't really care about each other (scale: 4-1)
7. Students at this school don't get along together very well (scale: 4-1)
8. Students in this program are mean to each other (scale: 4-1)
9. When I'm having a problem, some other student in this program will try to help me (scale: 1-4)
10. Teachers and students treat each other with respect in this school (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.84	29.6	6.4	10.0	25.0	35.0	40.0

Scale source: Child Development Project, Sense of School as a Community Scale, Developmental Studies Center



Elementary-grades TASC Academic Benefits

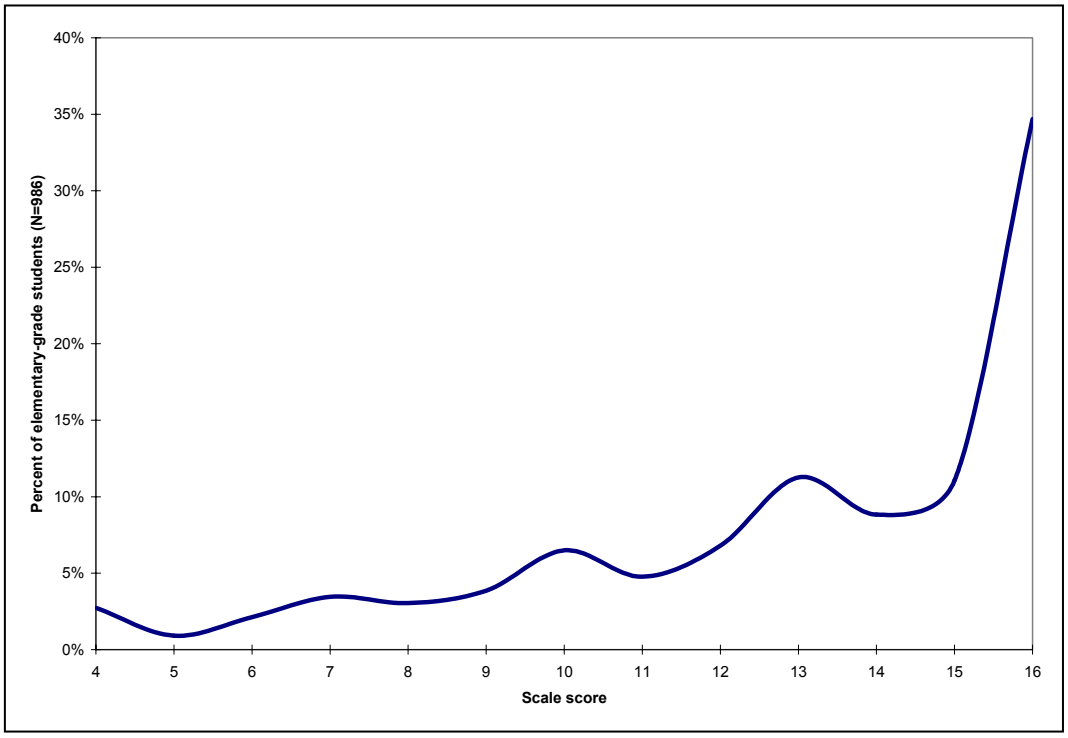
Items:
The after-school program has helped me to:

For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates greater academic benefits.)

1. Learn to speak and understand English better (scale: 1-4)
2. Read and understand more (scale: 1-4)
3. Feel more comfortable solving math problems (scale: 1-4)
4. Finish my homework (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.78	13.0	3.3	4.0	11.0	14.0	16.0



Middle and High School TASC Academic Benefits

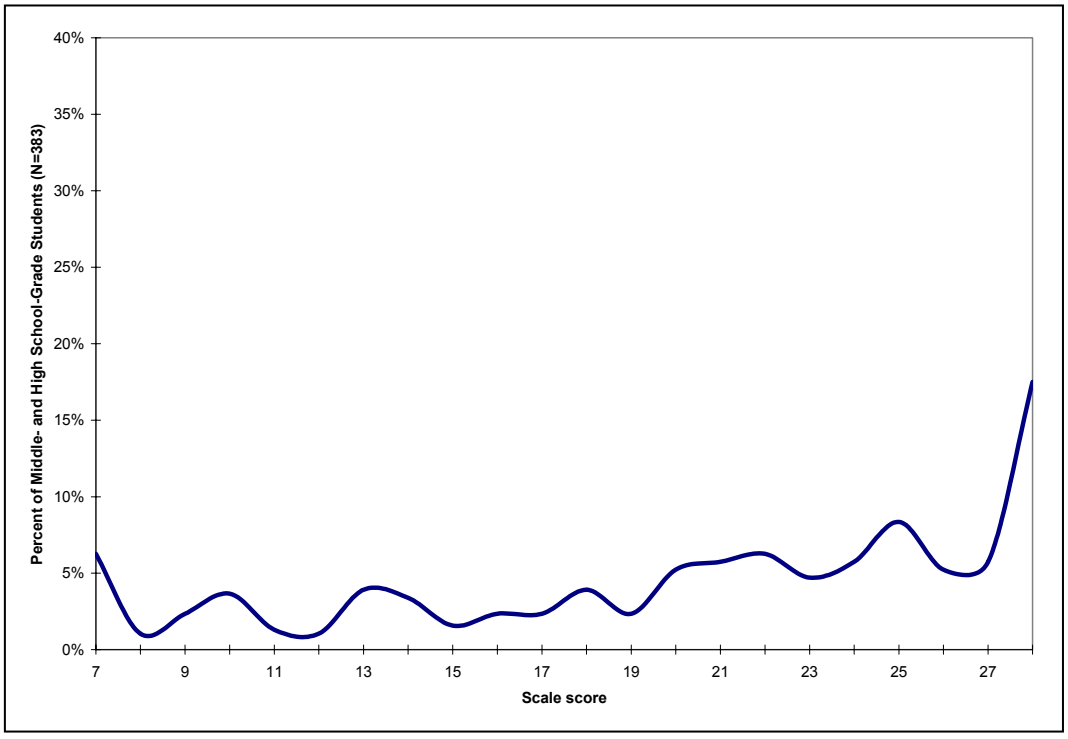
Items:
The after-school program has helped me to:

For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates greater perceived academic benefits.)

1. Learn to speak and understand English better (scale: 1-4)
2. Read and understand more (scale: 1-4)
3. Feel more comfortable solving math problems (scale: 1-4)
4. Finish my homework (scale: 1-4)
5. Feel more comfortable writing papers (scale: 1-4)
6. Feel more confident about my school work (scale: 1-4)
7. Use computers to do homework or other activities (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.91	20.5	6.7	7.0	16.0	26.0	28.0



Elementary-grades Staff Interaction

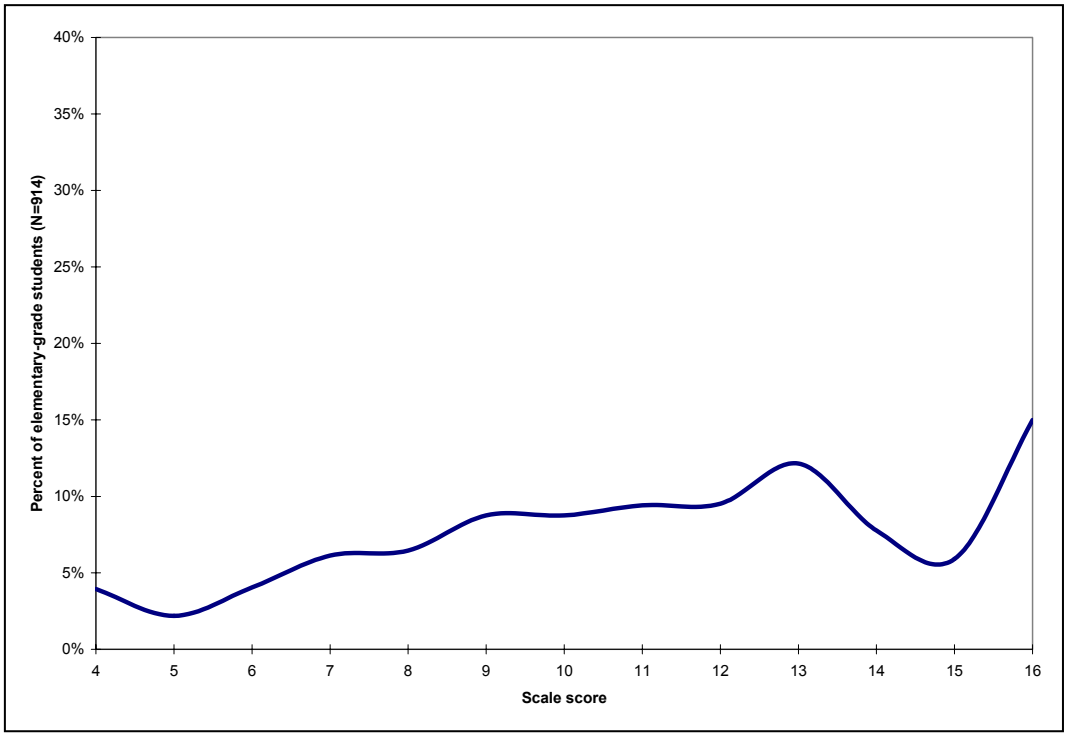
Items:
The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates more positive interactions with after-school staff.)

1. Teachers can't be trusted; they say one thing one time and something different the next time (scale: 4-1)
2. The teachers in this program don't care what I think (scale: 4-1)
3. Teachers in this program punish kids without even knowing what really happened (scale: 4-1)
4. Teachers in this program get mad whenever you make a mistake (scale: 4-1)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.70	11.2	3.4	4.0	9.0	14.0	16.0

Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center



Middle and High School Staff Interactions

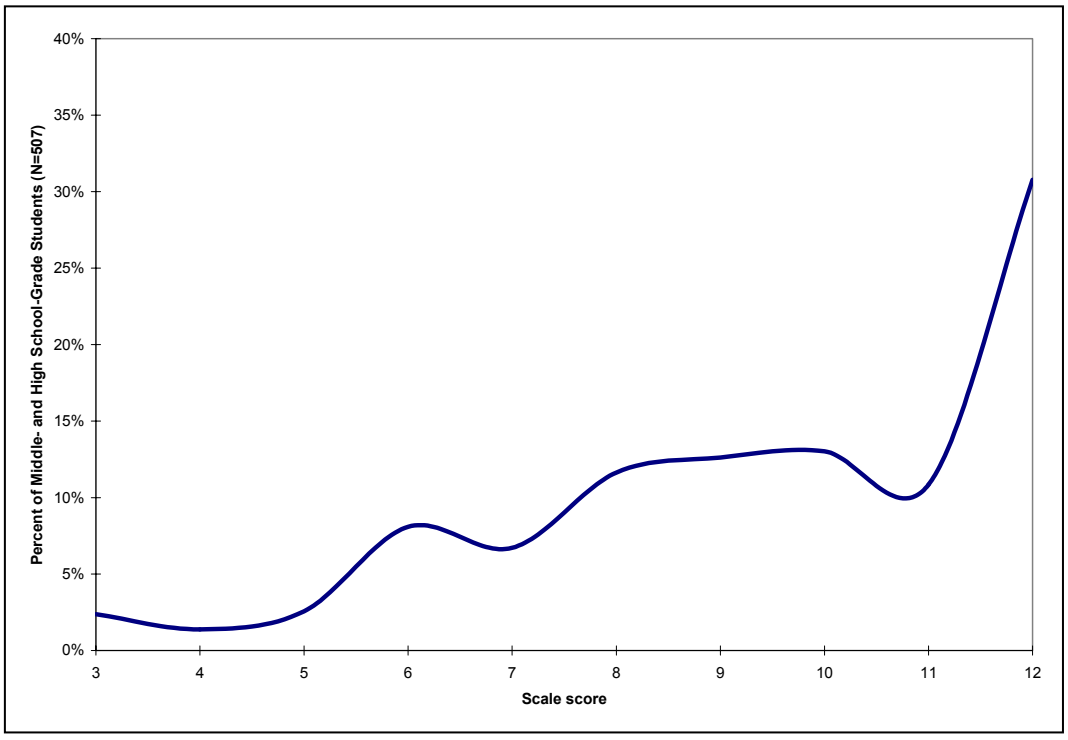
Items:
The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates more positive interactions with the after-school staff.)

1. The teachers in this program don't care what I think (scale: 4-1)
2. Teachers in this program punish kids without even knowing what really happened (scale: 4-1)
3. Teachers and students in this school don't seem to like each other (scale: 4-1)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.71	9.5	2.4	3.0	8.0	12.0	12.0

Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center



Elementary-grades Trust of Staff

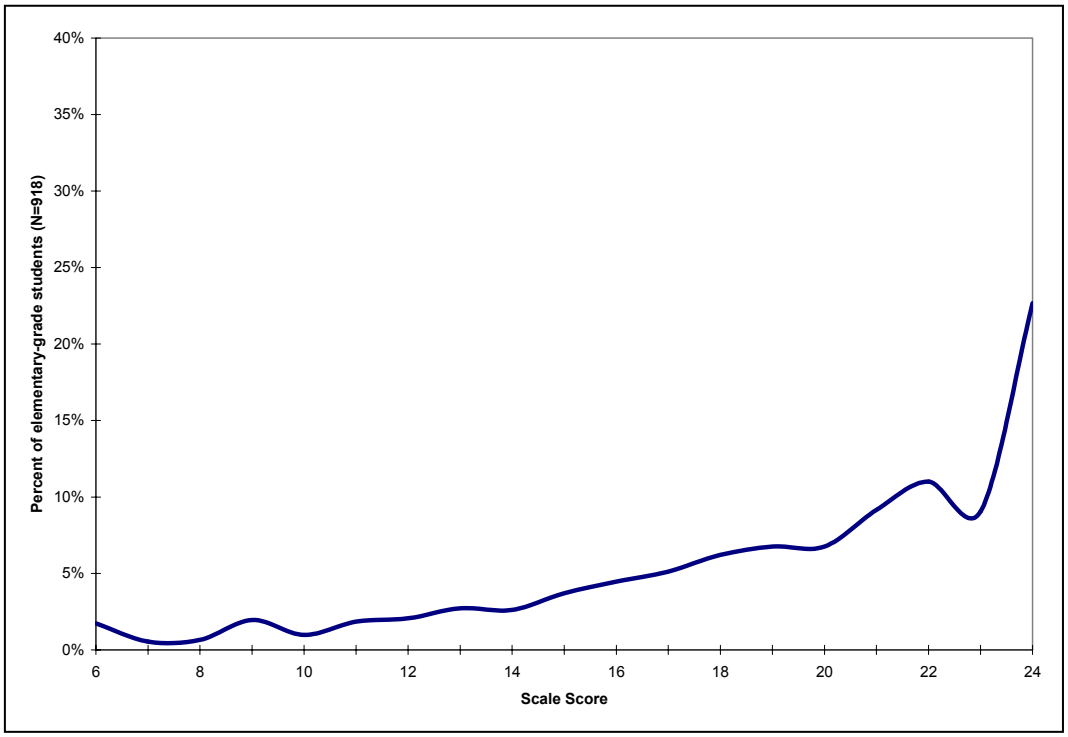
Items:
The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates a greater trust of the after-school program staff.)

1. The teachers in this program always try to be fair (scale: 1-4)
2. The teachers in this program really care about me (scale: 1-4)
3. The teachers in this program always keep their promises (scale: 1-4)
4. I feel safe and comfortable with the teachers in this program (scale: 1-4)
5. When a teacher tells me not to do something I want to do, I know he or she must have a good reason (scale: 1-4)
6. The teachers will always listen to our ideas about how to make the program better (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.85	19.4	4.6	6.0	17.0	23.0	24.0

Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center



Middle and High School Trust of Staff

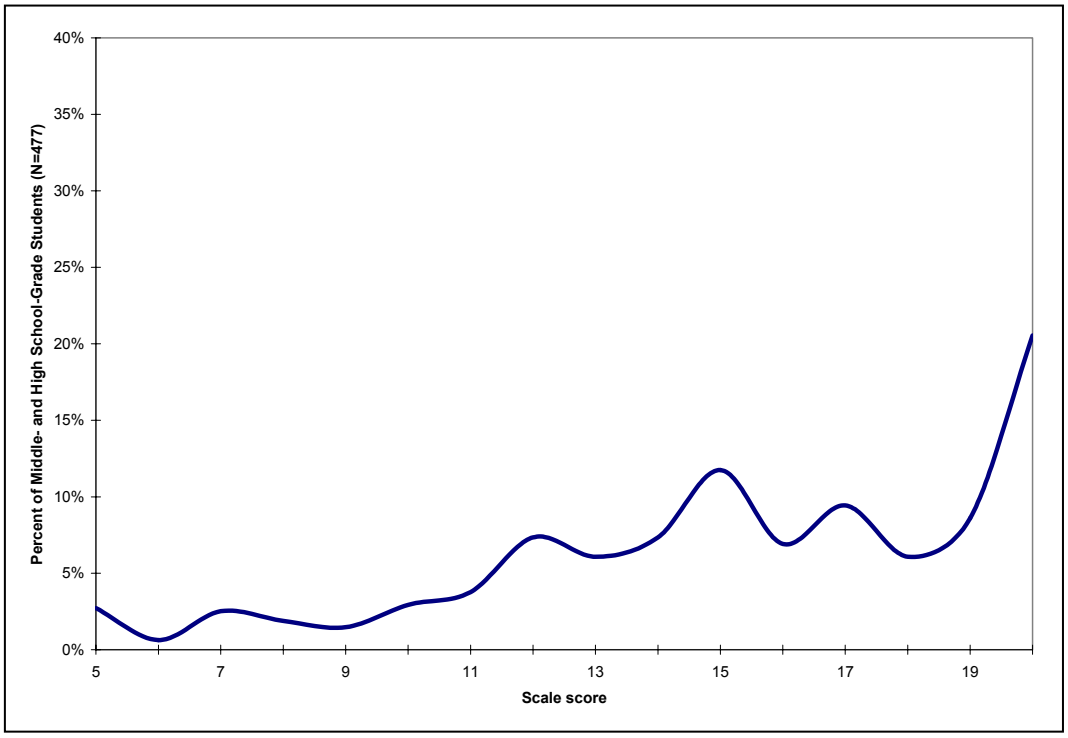
Items:
The following are statements that might describe how you feel about the teachers at the after-school program. For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates a greater trust of the after-school program staff.)

1. The teachers in this program always try to be fair (scale: 1-4)
2. The teachers in this program really care about me (scale: 1-4)
3. The teachers in this program always keep their promises (scale: 1-4)
4. I feel safe and comfortable with the teachers in this program (scale: 1-4)
5. I feel that I can talk to the teachers in this school about the things that are bothering me (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.85	15.3	4.0	5.0	13.0	19.0	20.0

Scale source: Child Development Project, Trust in and Respect for Teachers Scale, Developmental Studies Center



Middle-school Performance Mastery

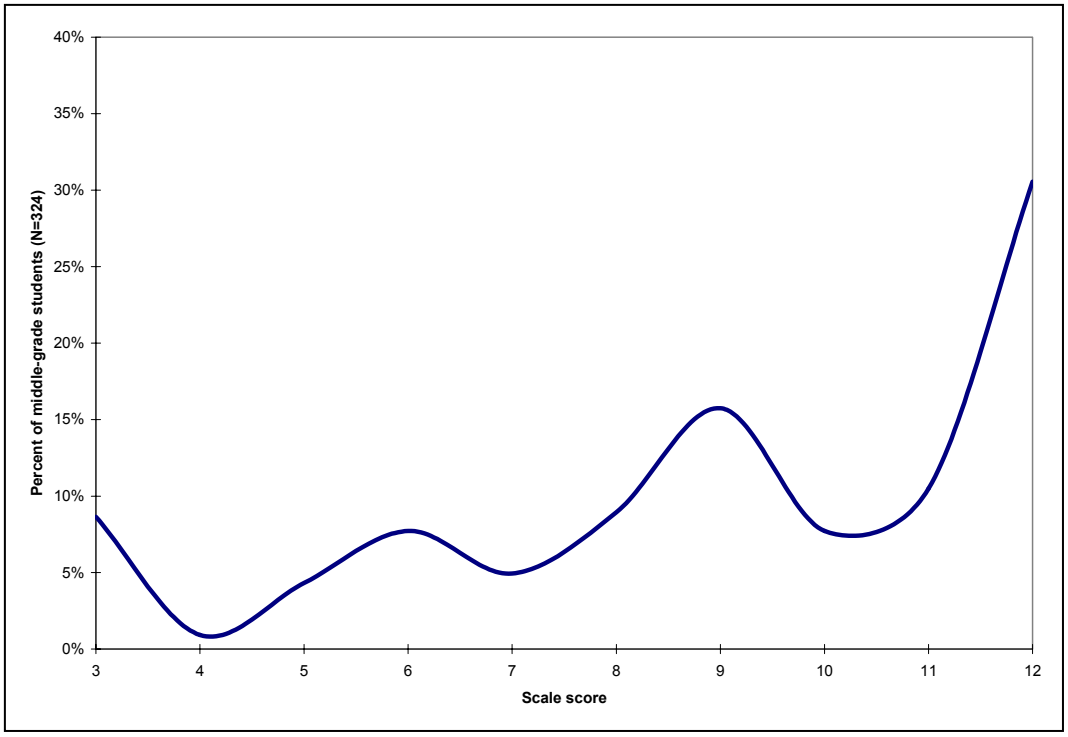
Items:
The after-school program has helped me to:

For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates more opportunities to demonstrate performance mastery.)

1. Learn to play a musical instrument, sing, dance, draw, paint or do other kinds of arts really well (scale: 1-4)
2. Speak in front of a group (scale: 1-4)
3. Perform in front of a group (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.80	9.0	2.9	3.0	7.0	12.0	12.0



Middle-school Life Skills

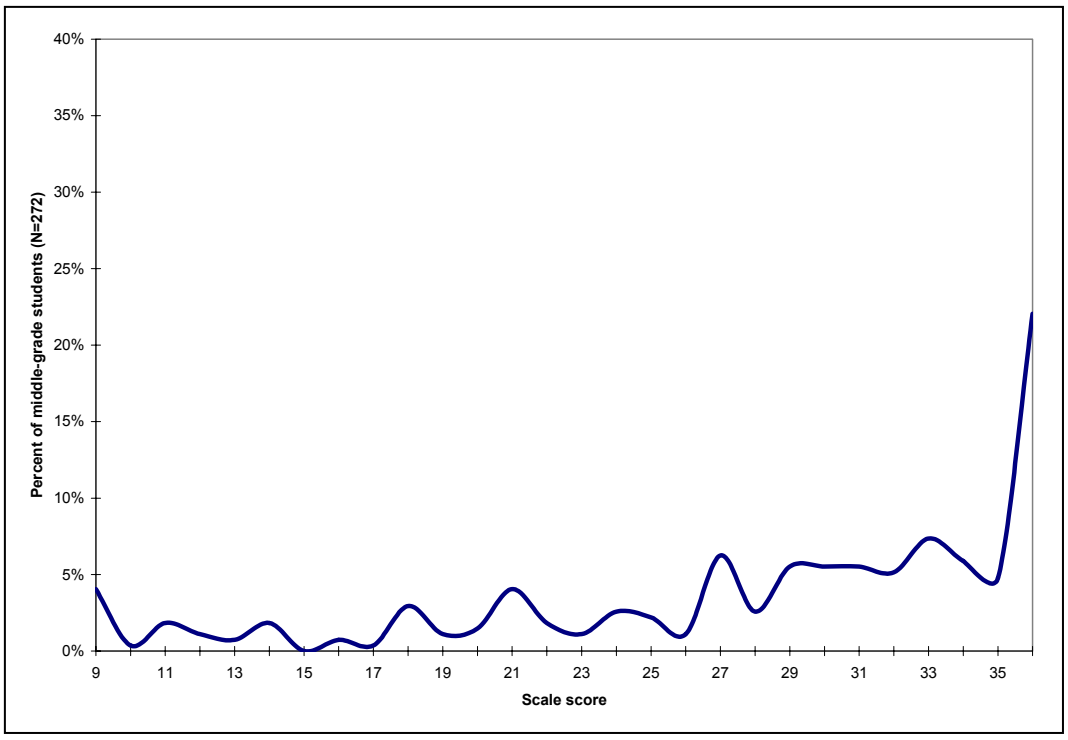
Items:
The after-school program has helped me to:

For each statement, please circle whether you agree a lot, agree a little, disagree a little, or disagree a lot. (A higher score indicates learning more life skills.)

1. Learn skills that will help me be a leader (scale: 1-4)
2. Learn skills that will help me to get a job (scale: 1-4)
3. Learn skills that will help me to do better in school (scale: 1-4)
4. Learn skills that will help me be successful in life (scale: 1-4)
5. Think more about my future (scale: 1-4)
6. Learn about how to get into college (scale: 1-4)
7. Learn to work together with other students (scale: 1-4)
8. Learn how to avoid getting into fights (scale: 1-4)
9. Learn about different jobs or careers (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.93	28.3	7.8	9.0	24.0	35.0	36.0



Middle-school One-on-One Adult Interactions

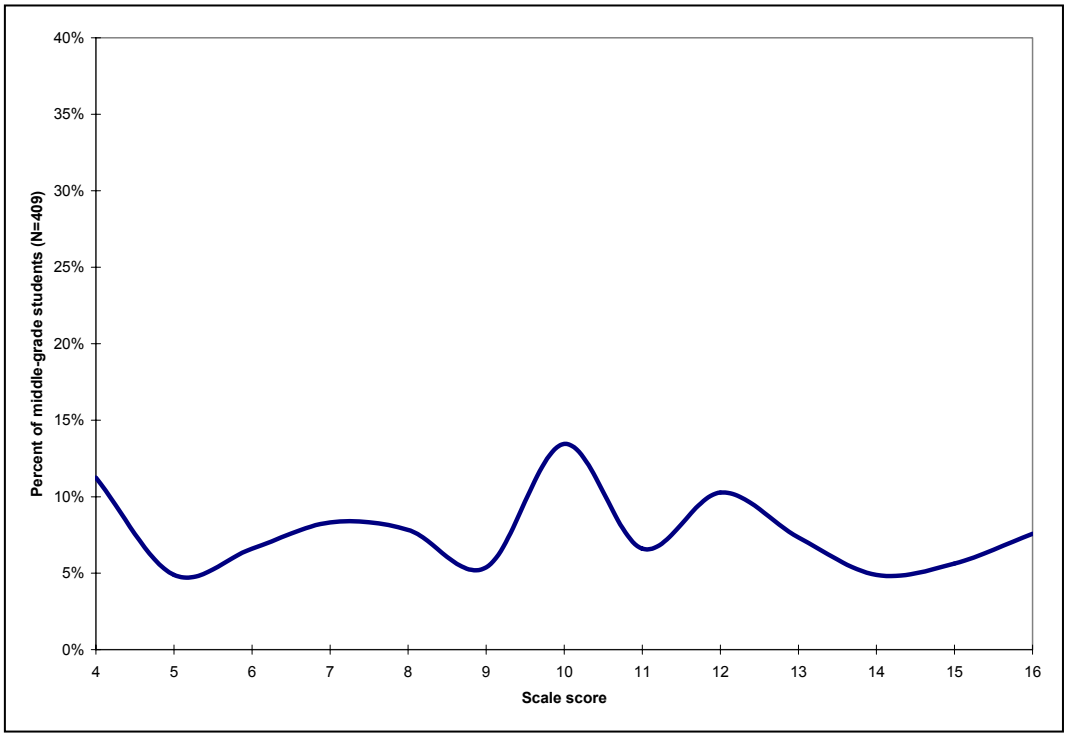
Items:
How often do you talk one-on-one with an adult at the after-school program about:

For each statement, please circle whether you talk with an adult: almost every day, once or twice a week, once or twice a month, or less than once a month. (A higher score indicates more frequent one-on-one adult interactions.)

1. What's going on in your life (scale: 1-4)
2. School or schoolwork (scale: 1-4)
3. Personal things that you don't tell most people (scale: 1-4)
4. Your future goals or plans (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.78	9.8	3.4	4.0	7.0	13.0	16.0



Middle-school Adult Support

Items:
Of the adults you know here at this after-school program, how many:

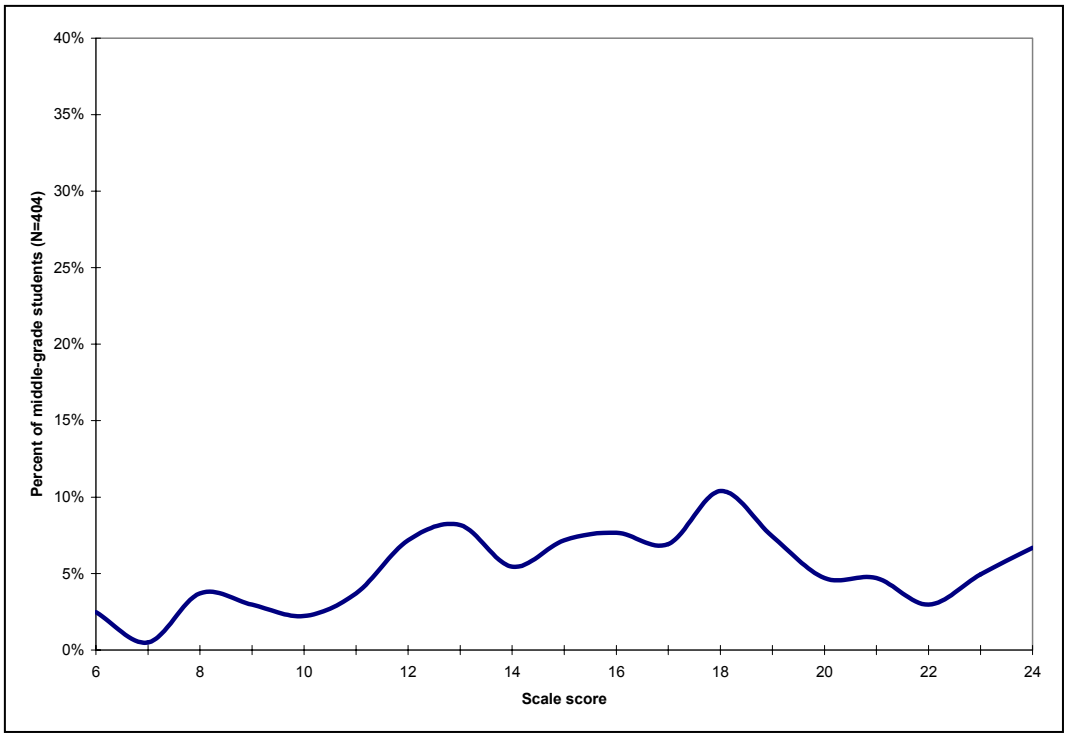
For each statement, please circle whether you talk with: all adults, most, some, or none. (A higher score indicates receipt of support from more adults.)

1. Pay attention to what's going on in your life (scale: 1-4)
2. Tell you when you do something good (scale: 1-4)
3. Would you go to for advice about personal things (scale: 1-4)
4. Could you go to if you were really upset or mad (scale: 1-4)
5. Could you go to for help with schoolwork or school problems (scale: 1-4)
6. Could you go to for help resolving an argument (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.83	16.2	4.6	6.0	13.0	19.0	24.0

Scale source: Public Private Ventures/Safe Havens VYSO Youth Survey (1997)



Middle-school Youth Leadership

Items:
Some after-school programs involve young people in running the program. Have you done any of the following things at this after-school program?

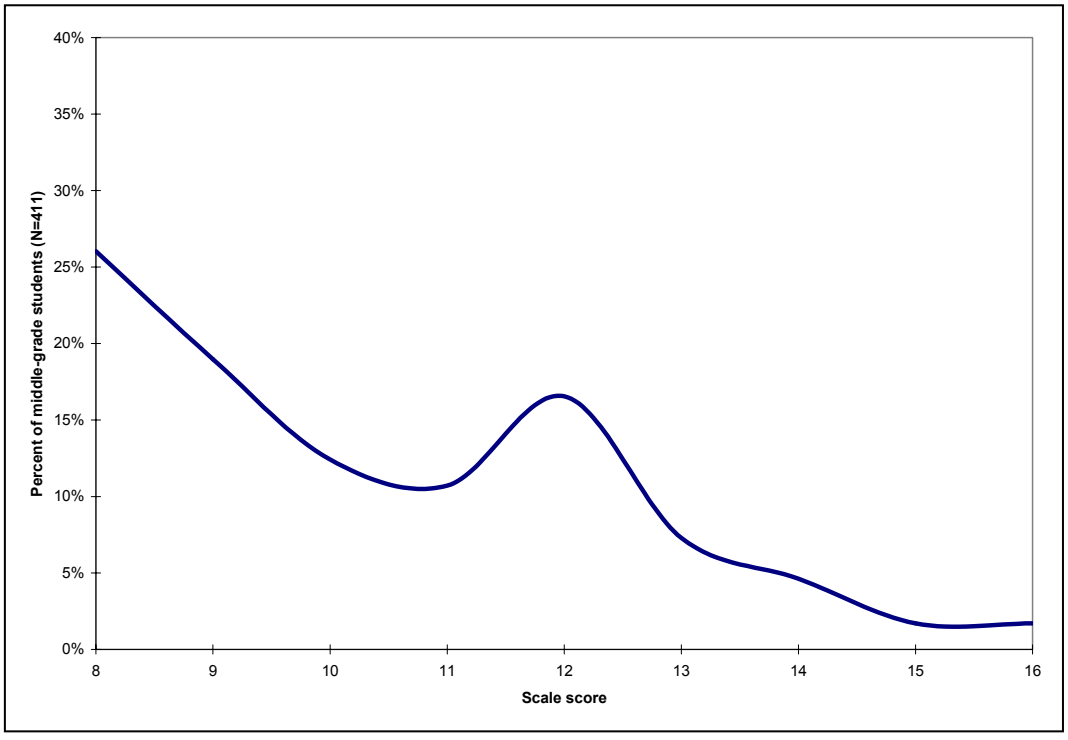
For each statement, please circle yes or no. (A higher score indicates more leadership experiences.)

1. Been elected by or elected other kids to a position in the program (scale: 1-2)
2. Volunteered or been selected to work in or lead an activity (scale: 1-2)
3. Helped out in the office (scale: 1-2)
4. Been paid to work at this program (scale: 1-2)
5. Helped out on youth council or leadership team for this program (scale: 1-2)
6. Helped plan special or regular program events or activities (scale: 1-2)
7. Helped with meetings for parents or community members (scale: 1-2)
8. Been asked by a staff for feedback/comments about the program or an activity (scale: 1-2)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.73	10.3	2.1	8.0	8.0	12.0	16.0

Scale source: Academy for Educational Development, Beacons Survey



Middle-school Importance of School

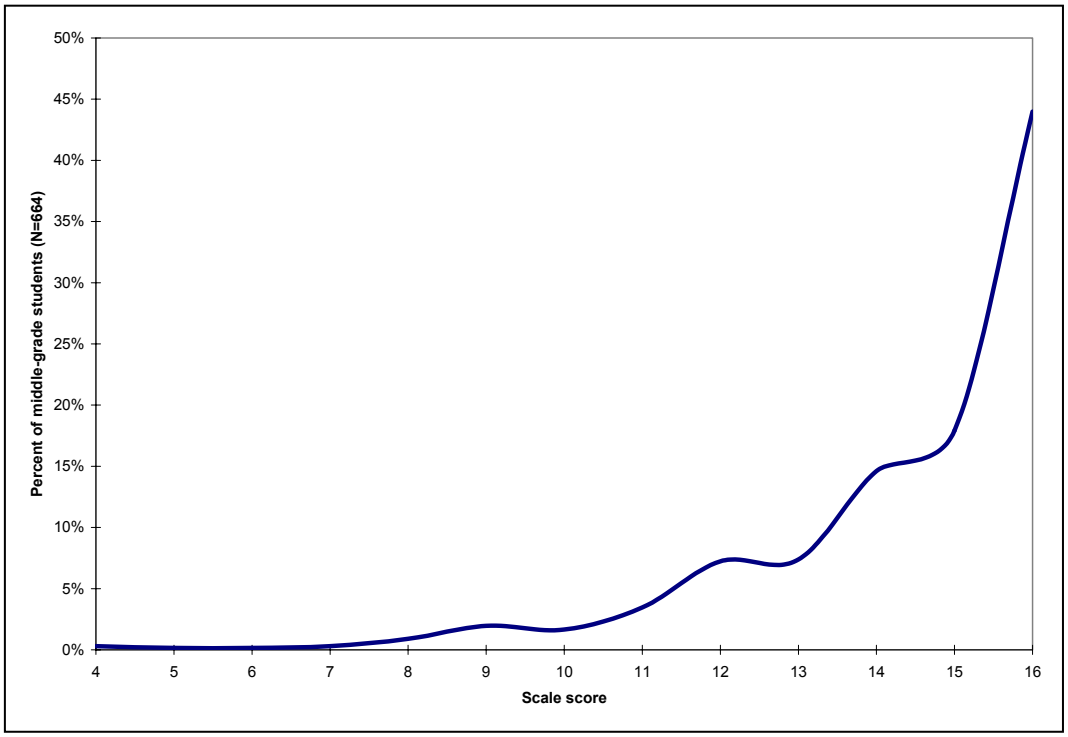
Items:

The following statements might describe how you feel about school. Please circle whether you think the statement about school is very true, sort of true, a little true, or not at all true. (A higher score indicates greater importance of school.)

1. Doing well at school is important to me (scale: 1-4)
2. The things I am learning in school will be important later in life (scale: 1-4)
3. I need to finish school to get a good job (scale: 1-4)
4. The things I am learning in school will be useful in a job or career (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.57	14.9	1.6	4.0	14.0	16.0	16.0



Staff Survey Scales

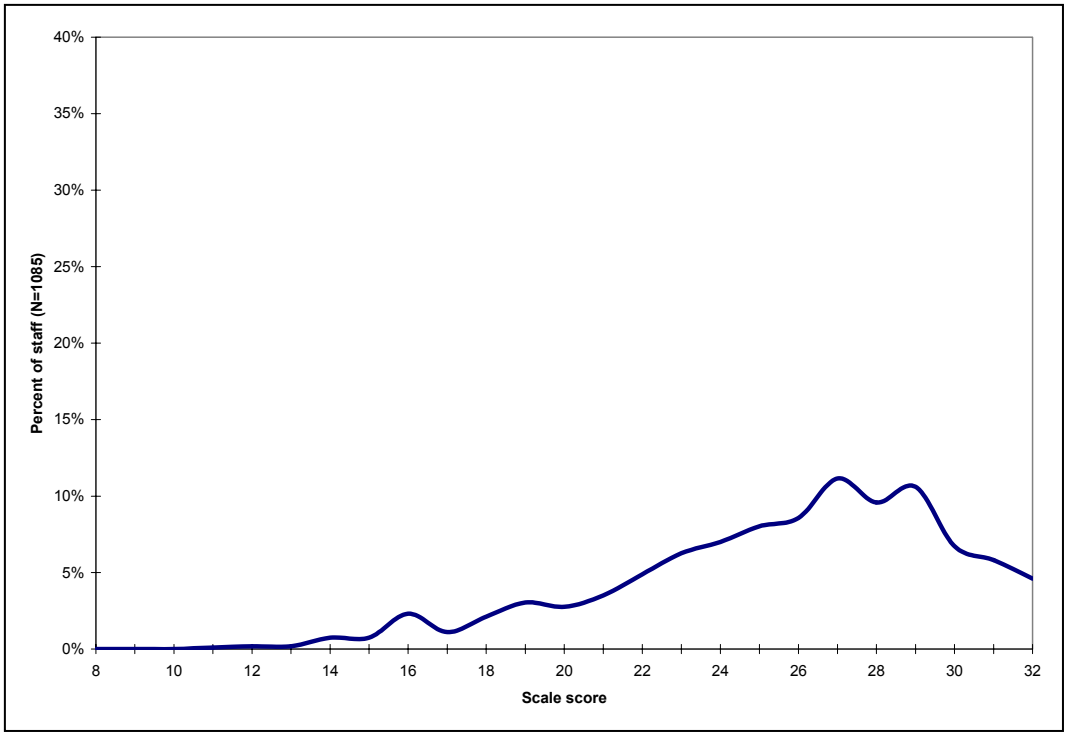
Barriers to Work

Items:
To what extent, if at all, do the following conditions act as barriers to the work you are trying to do with students? For each statement, please circle: to a great extent, to some extent, a little, or not at all. (A higher score indicates fewer barriers to work.)

1. There are too many students in my group (scale: 1-4)
2. Students are tired at the end of the school day (scale: 1-4)
3. Students are not very motivated (scale: 1-4)
4. Students do not have the skills for the types of activities I would like to do with them (scale: 1-4)
5. There are too many disruptive students in my group (scale: 1-4)
6. I do not control the classroom space/arrangement (scale: 1-4)
7. I do not have the materials or equipment I need (scale: 1-4)
8. I do not have the training or experience with some strategies I would like to use in my work with students (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.74	25.6	4.2	8.0	23.0	29.0	32.0



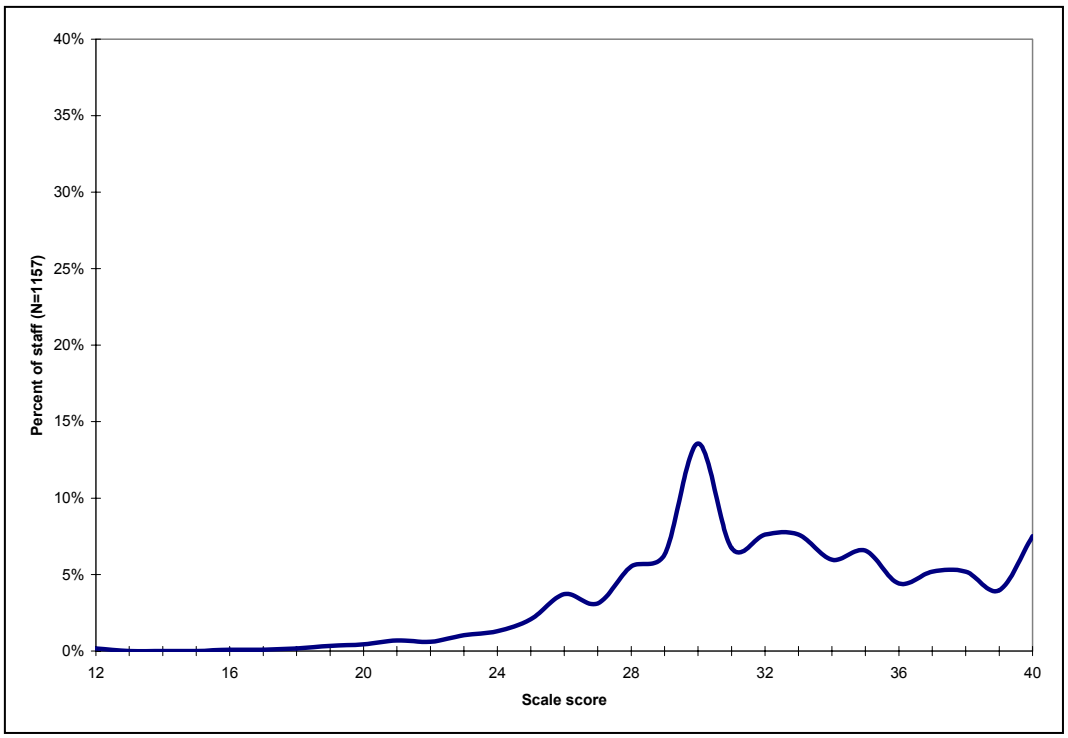
Job Satisfaction

Items:
For each statement, please circle the response (strongly agree, agree, disagree, strongly disagree) that best describes your experience. (A higher score indicates greater satisfaction.)

1. I enjoy working here (scale: 1-4)
2. I find the work challenging and rewarding (scale: 1-4)
3. Have timely access to the materials and equipment I need to do a good job (scale: 1-4)
4. Get support and feedback I need from my supervisor(s) (scale: 1-4)
5. Have access to the training I need to do a good job (scale: 1-4)
6. After-school staff are committed to their work (scale: 1-4)
7. After-school staff support each other and work as a team (scale: 1-4)
8. The site coordinator involves staff in important decisions about the program operations and design (scale: 1-4)
9. I have enough planning time to develop the types of activities I would like to do with students (scale: 1-4)
10. I have enough opportunities to talk and share ideas with other staff (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.88	32.2	4.7	10.0	29.0	36.0	40.0



Principal Survey Scales

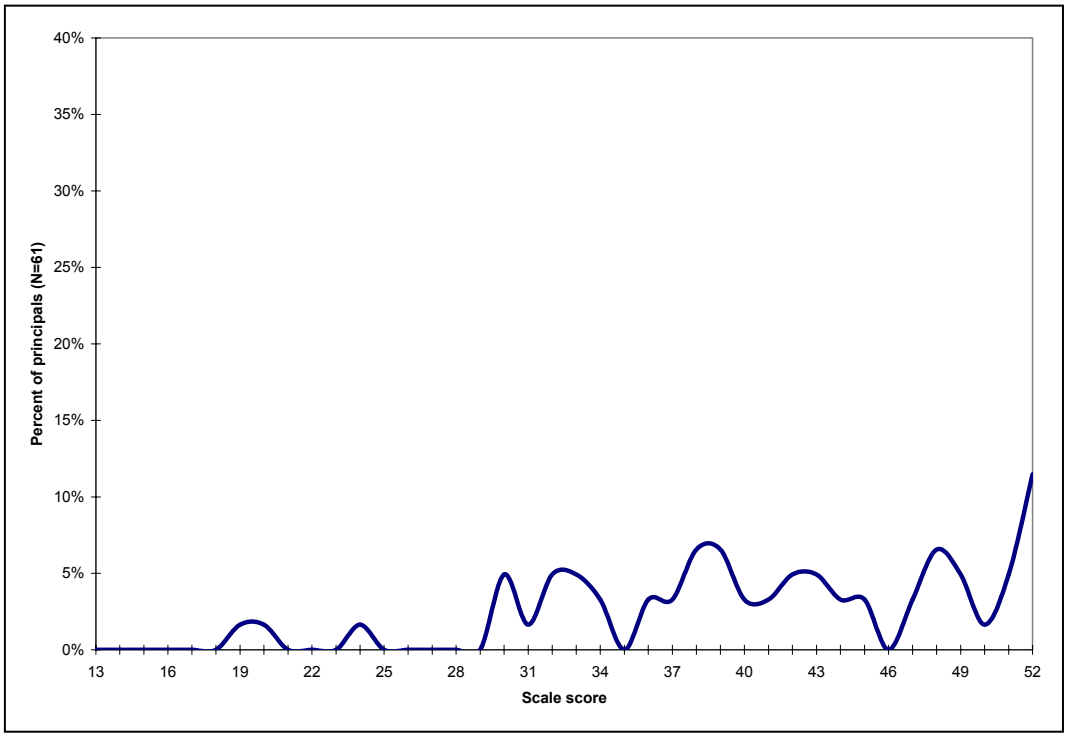
Principal Site-School Relationship

Items:
Do you agree or disagree with the following statements about the relationship between your school and the after-school program sponsored by The After-School Corporation (TASC)? (A higher score indicates a more positive relationship between school and after-school.)

1. There is a strong partnership between the after-school program and my school (scale: 1-4)
2. The after-school program keeps me informed of important decisions and issues (scale: 1-4)
3. Teachers in my school are willing to collaborate with the after-school program staff (scale: 1-4)
4. After-school program staff are responsive to my ideas and suggestions (scale: 1-4)
5. After-school staff reach out to teachers in the school to identify the needs of students (scale: 1-4)
6. After-school staff are responsive to teachers in the school (scale: 1-4)
7. School staff are encouraged to visit the program (scale: 1-4)
8. After-school staff follow through with commitments they make to me and other school staff (scale: 1-4)
9. After-school staff transmit important information about children and parents to me and my staff in a timely fashion (scale: 1-4)
10. After-school staff take care of the space the school provides the program (scale: 1-4)
11. I am satisfied with the extent to which the after-school program involves me in decisions about program operations (scale: 1-4)
12. Students are properly supervised by after-school staff (scale: 1-4)
13. Curriculum and instruction in the after-school program reinforce concepts being taught during the school day (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.96	41.0	8.2	13.0	35.0	48.0	52.0


40%
35%
30%
25%
20%
15%
10%
5%
0%
Percent of principals (N=61)
13
16
19
22
25
28
31
34
37
40
43
46
49
52
Scale score

Site Coordinator Survey Scales

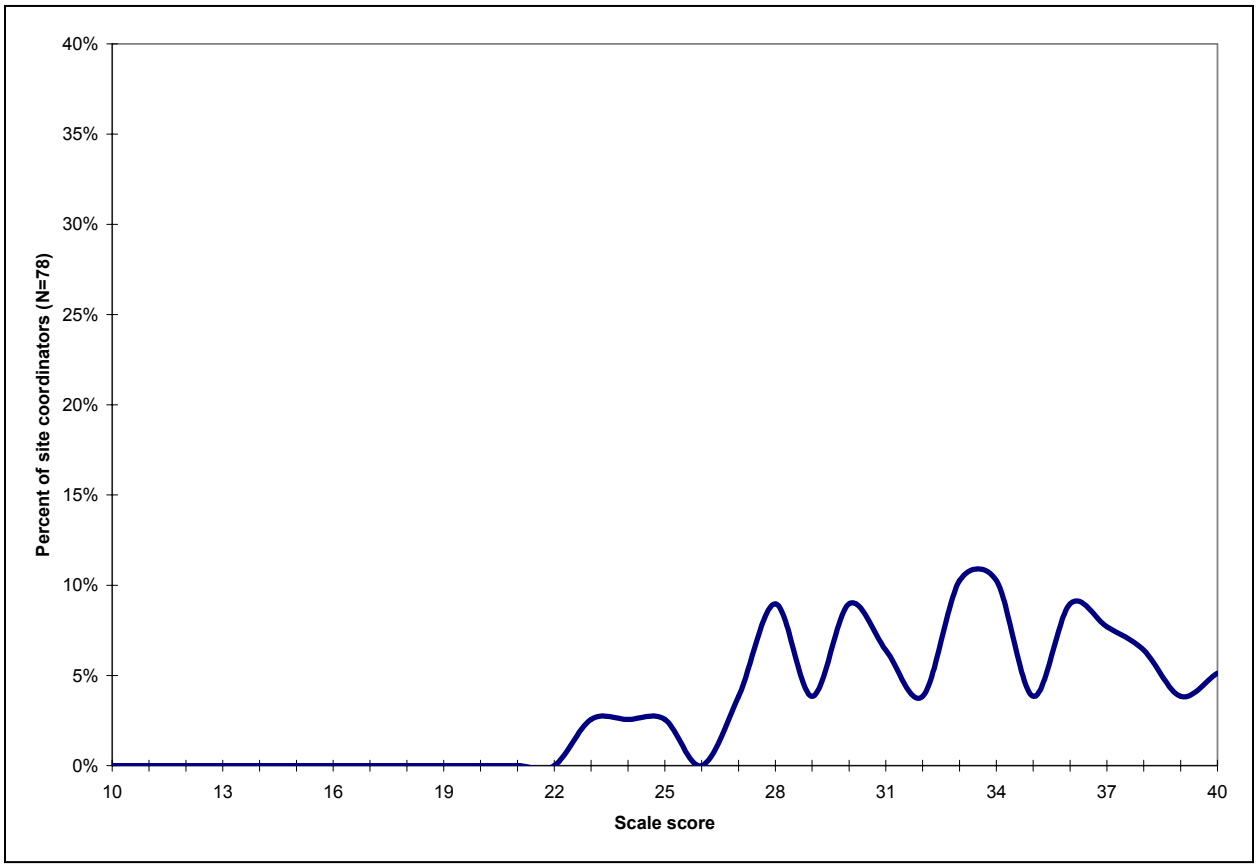
Site Coordinator Job Satisfaction

Items:
For each statement, please circle the response that best describes your experience. (A higher score indicates greater satisfaction.)

1. I enjoy working here (scale: 1-4)
2. I find the work here challenging and rewarding (scale: 1-4)
3. I have timely access to the materials and equipment I need to do a good job (scale: 1-4)
4. I have sufficient access to technology, such as computers and the Internet (scale: 1-4)
5. I get the support and feedback I need from TASC to do a good job (scale: 1-4)
6. I get the support and feedback I need from the organization that adminsters my TASC grant (scale: 1-4)
7. I get the support and feedback I need from the principal to help connect the after school program to the school day (scale: 1-4)
8. I have access to clerical support for tasks related to program management and evaluation (scale: 1-4)
9. After-school staff members are committed to their work (scale: 1-4)
10. After-school staff members support each other and work as a team (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.85	32.7	4.4	10.0	30.0	36.0	40.0


40%
35%
30%
25%
20%
15%
10%
5%
0%
Percent of site coordinators (N=78)
10
13
16
19
22
25
28
31
34
37
40
Scale score

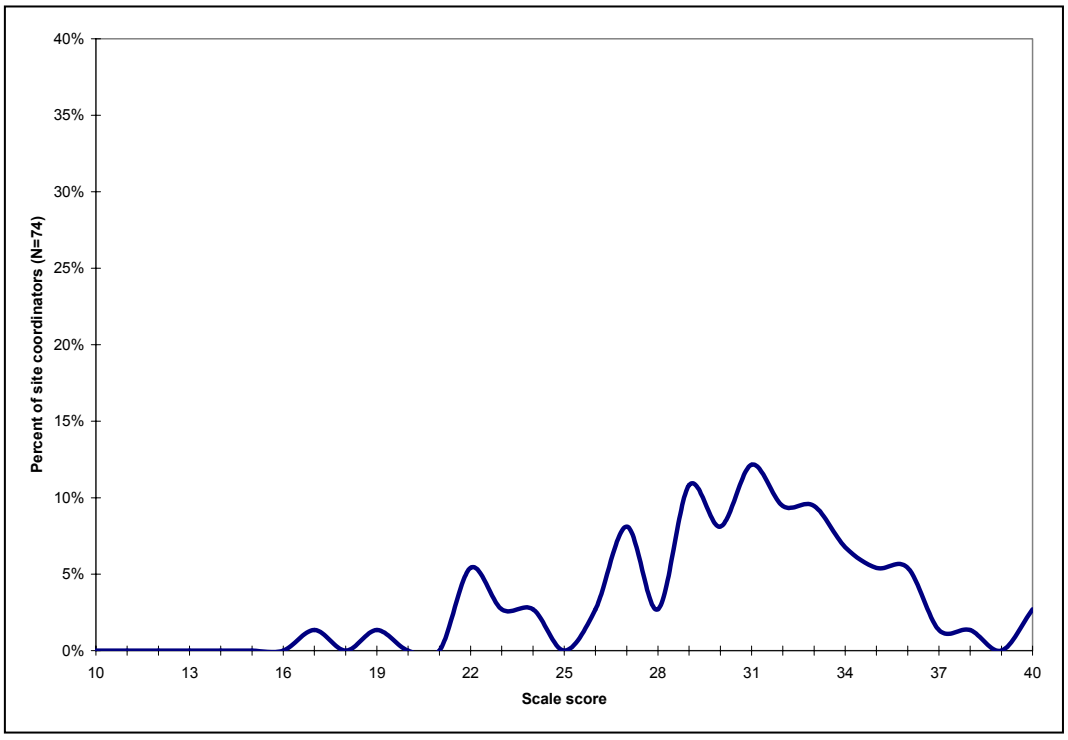
Site Coordinator Site-School Relationship

Items:
Do you agree or disagree with the following statements about the relationship between the school and your after-school program? (A higher score indicates a more positive relationship.)

1. There is a strong partnership between the after-school program and the school (scale: 1-4)
2. The principal keeps me informed of important decisions and issues related to school policy (scale: 1-4)
3. Teachers are willing to collaborate with the after-school program staff (scale: 1-4)
4. After-school staff reach out to teachers to identify the needs of students (scale: 1-4)
5. School staff are encouraged to visit the program (scale: 1-4)
6. School staff follow through with commitments they make to me and to other program staff (scale: 1-4)
7. School staff transmit important information about children and parents to me in a timely fashion (scale: 1-4)
8. After-school staff transmit important information about children and parents to me and to my staff in a timely fashion (scale: 1-4)
9. After-school staff take care of the space the school provides the program (scale: 1-4)
10. Curriculum and instruction in the after-school program reinforce concepts taught during the school day (scale: 1-4)

Descriptive Statistics:

Alpha	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
.80	30.3	4.6	10.0	28.0	33.0	40.0



BUILDING QUALITY, SCALE, AND EFFECTIVENESS IN AFTER-SCHOOL PROGRAMS

Changes in the Educational Performance of TASC Participants

The evaluation used information collected by after-school projects and by the Department of Education of the City of New York (DOE) to analyze changes in participants' academic achievement and school attendance during the period of their TASC participation. As a context for comparing participants' change in educational performance, the evaluation also examined the academic achievement and school attendance of nonparticipating students in the TASC host schools. This paper reviews the analytic procedures used and the findings that emerged from this analysis. Taken together, these findings suggest that sustained participation in TASC projects serving Pre-K-8 students was associated with improvements in academic performance in math and increased school attendance among TASC participants, when compared to nonparticipating students in the same schools. At the high school level, analysis confirmed that TASC high school projects served students who were relatively advantaged compared to other high school students in the city and in their host schools. Over the course of high school participants' attachment to the after-school project, the educational performance of participants and nonparticipants continued to diverge, with especially pronounced differences in school attendance associated with TASC participation.

Profile of TASC Projects

In school year 2003-04, TASC supported a total of 242 school-based after-school projects, including 186 projects in New York City and 56 projects located elsewhere in the state. TASC-affiliated projects in 2003-04 served approximately 50,000 students, 41,200 of whom were enrolled in the public schools of New York City.

Although the possibility exists that systematic but unmeasured differences between participants and nonparticipants shaped students' performance trajectories, the evaluation took many steps to reduce the impact of that possibility, as discussed here.

Changes in the Academic Achievement of TASC Participants, Grades 3-8

This section reviews the context for assessing achievement changes, special challenges inherent in this analysis, analytic methods used, and findings based on the evaluation's comparison of participants and nonparticipants.

Detailed information on the participant data obtained from the DOE is presented in Appendix A.

Context for Assessing Change in Achievement in New York City for Grades 3-8

Students attending the New York City public schools participate in achievement testing in reading and mathematics throughout their school years, as shown in the following table. Beginning in third grade, students take achievement tests in reading and in math in the spring of each school year. The tests administered to fourth- and eighth-grade students are required by the state, which specifies the test to be administered and the rubrics for scoring. To monitor student performance on a regular, continuing basis, the New York City system contracts with CTB-McGraw-Hill, the publisher of the state tests, to create tests for the third, fifth, sixth, and seventh grades, which are appropriate for students' age and years of education at each grade and are similar in form and content to the state tests. The city tests produce scores that can be aligned with and compared to the scores on the state-sponsored tests.

Tests Taken by Grade in the New York City Public Schools

Grade	English/Language Arts (ELA or Reading)	Mathematics	Other
3	CTB-Reading	CTB-Mathematics	
4	State English Language Arts (ELA) Test	State Mathematics Test	
5	CTB-Reading	CTB-Mathematics Performance Assessment in Mathematics	
6	CTB-Reading Performance Assessment in Language (PAL)	CTB-Mathematics	
7	CTB-Reading	CTB-Mathematics Performance Assessment in Mathematics	
8	State ELA Test	State Mathematics Test	State Assessment in Social Studies State Assessment in Science State Assessment in Technology

The following information about the scoring of the state and city tests was obtained from the DOE web site: www.nycenet.edu/daa/ScaleScores/default.asp.

Results of NY State and City English Language Arts (ELA) and Mathematics Tests are reported as scale scores and performance levels.

Scale scores. The number of correct answers is converted to scores on a common scale so that achievement can be compared across grade levels.

Performance levels. The four proficiency levels that show how students have mastered the knowledge and skills that make up the learning standards. When a student is at level 3 or 4, he or she has met or exceeded the standard.

The four Performance Levels indicate the extent to which students have met the learning standards for their grade and are defined as follows:

ELA Examination

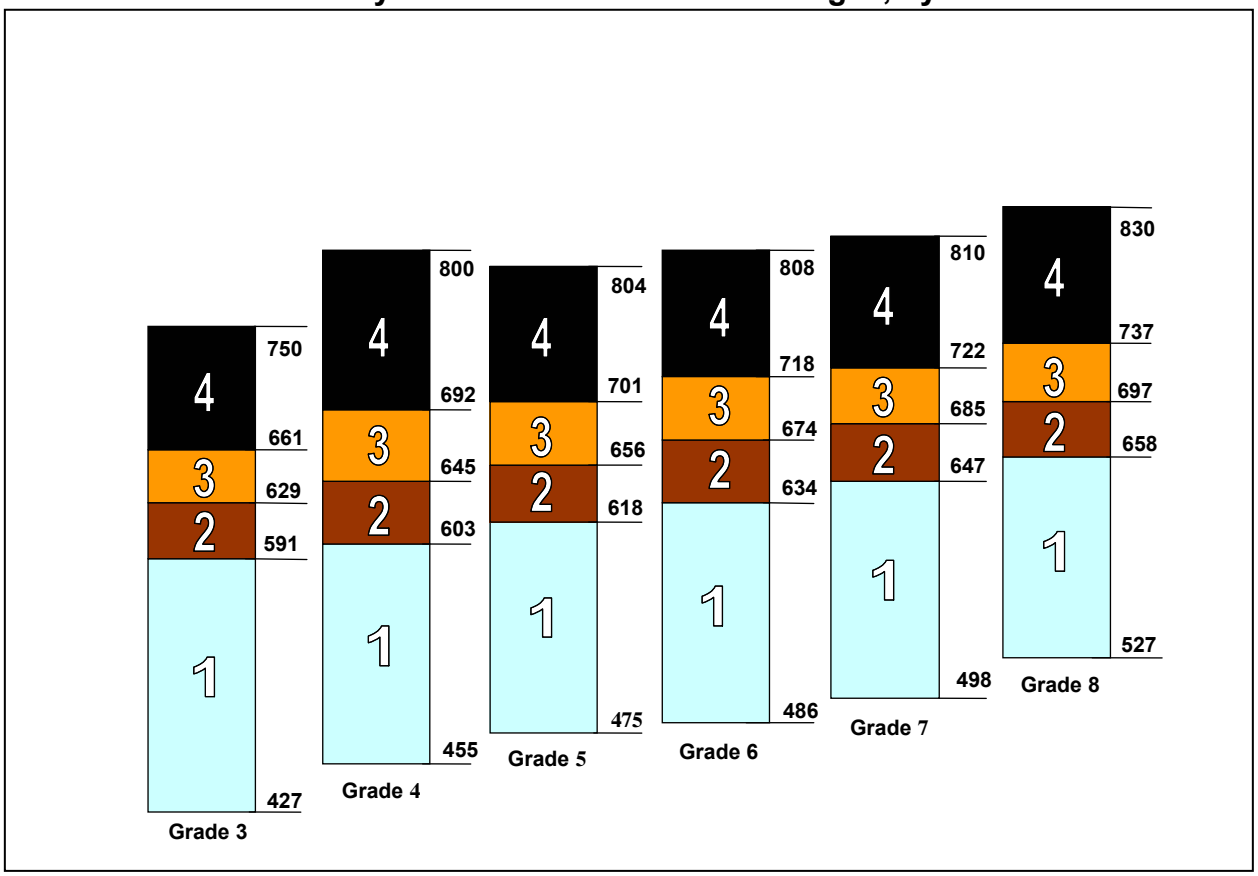
- Level 4 (Advanced): Students exceed the learning standards for English Language Arts. Their performance shows superior understanding of written and oral text.
- Level 3 (Proficient): Students meet the learning standards. Their performance shows thorough understanding of written and oral text.
- Level 2 (Basic): Students show partial achievement of the learning standards. Their performance shows partial understanding of written and oral text.
- Level 1 (Below Basic): Students do not meet the learning standards. Their performance shows minimal understanding of written and oral text.

Mathematics Examination

- Level 4 (Advanced): Students exceed the learning standards for mathematics. Their performance shows superior understanding of key math ideas.
- Level 3 (Proficient): Students meet the learning standards. Their performance shows thorough understanding of key math ideas.
- Level 2 (Basic): Students show partial achievement of the learning standards. Their performance shows partial understanding of key math ideas.
- Level 1 (Below Basic): Students do not meet the learning standards. Their performance shows minimal understanding of key math ideas.

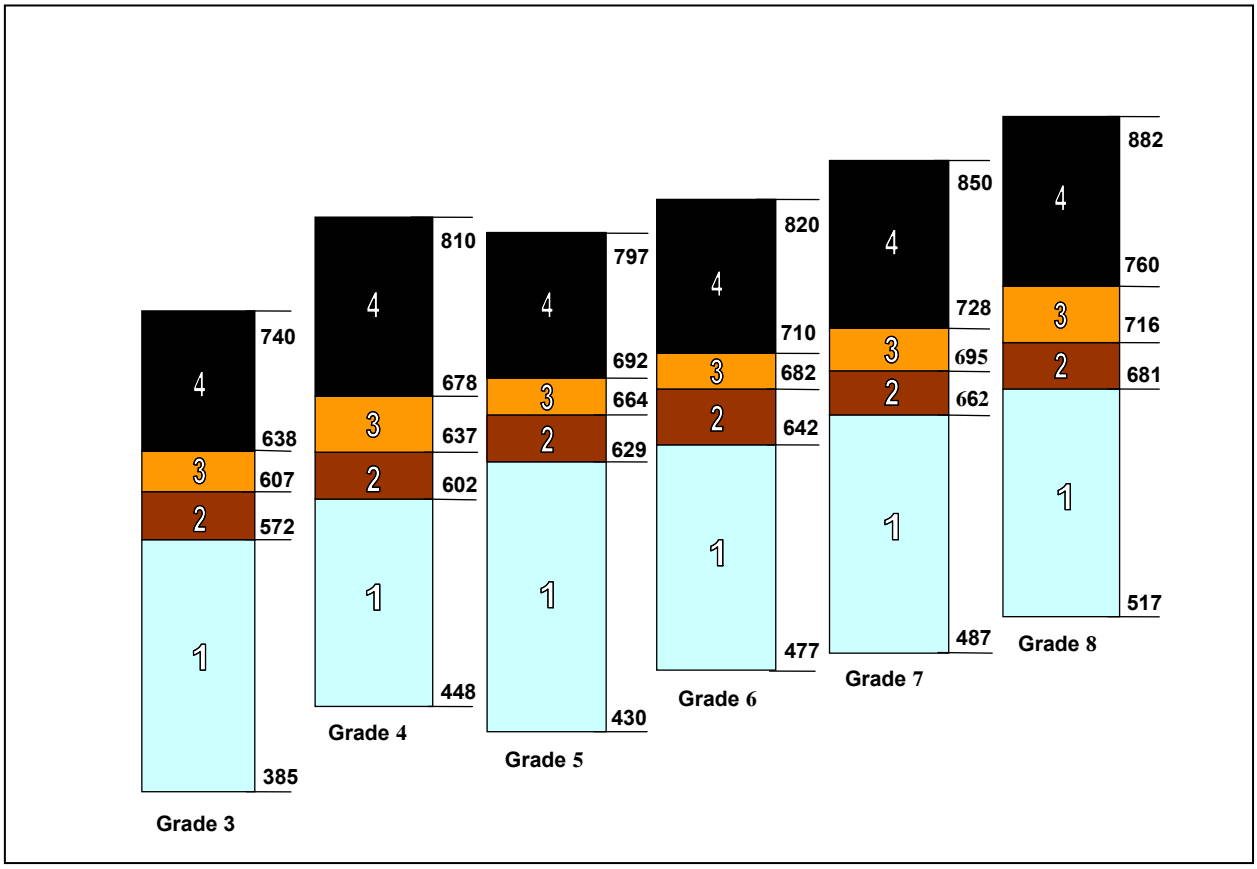
Test score ranges by grade in New York City. On the state and city ELA/reading test, the possible scale scores range from 427 to 830. The cut points for the four proficiency levels established by the New York State Department of Education and DOE are shown in the following graph.

State and City ELA/Reading Tests
Proficiency Levels and Scale-Score Ranges, by Grade



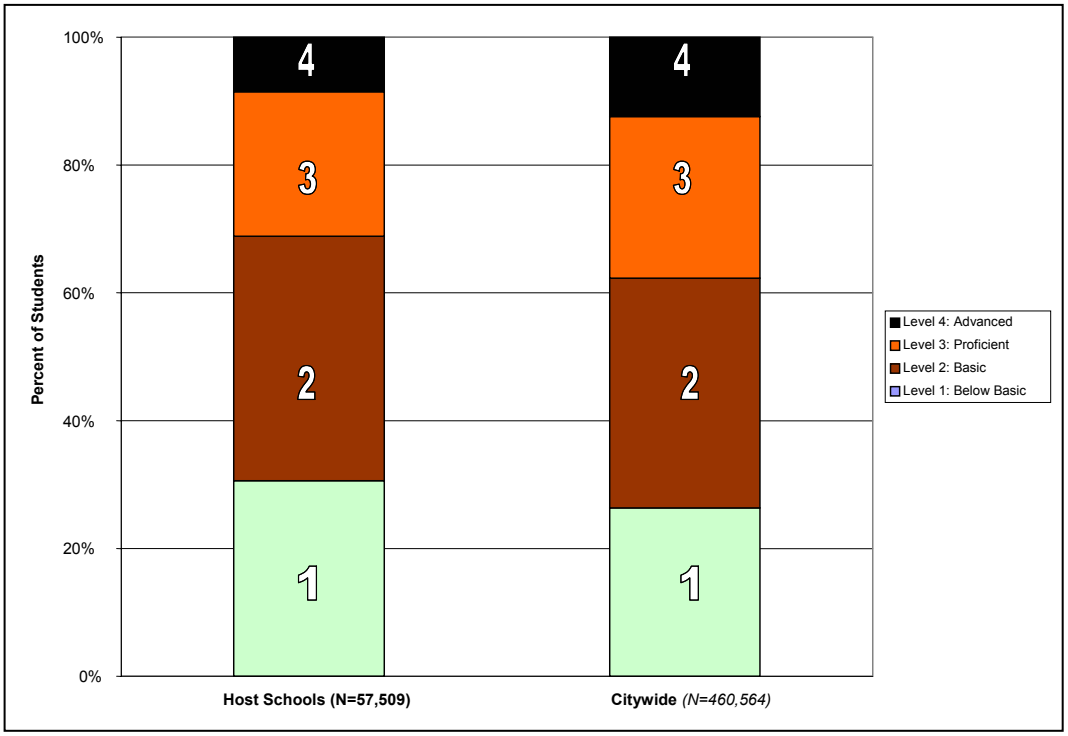
On the mathematics test, the possible scale scores range from 385 to 882. The cut points for the four proficiency levels for grades 3 through 8 are shown in the following graph.

State and City Mathematics Tests
Proficiency Levels and Scale-Score Ranges, by Grade

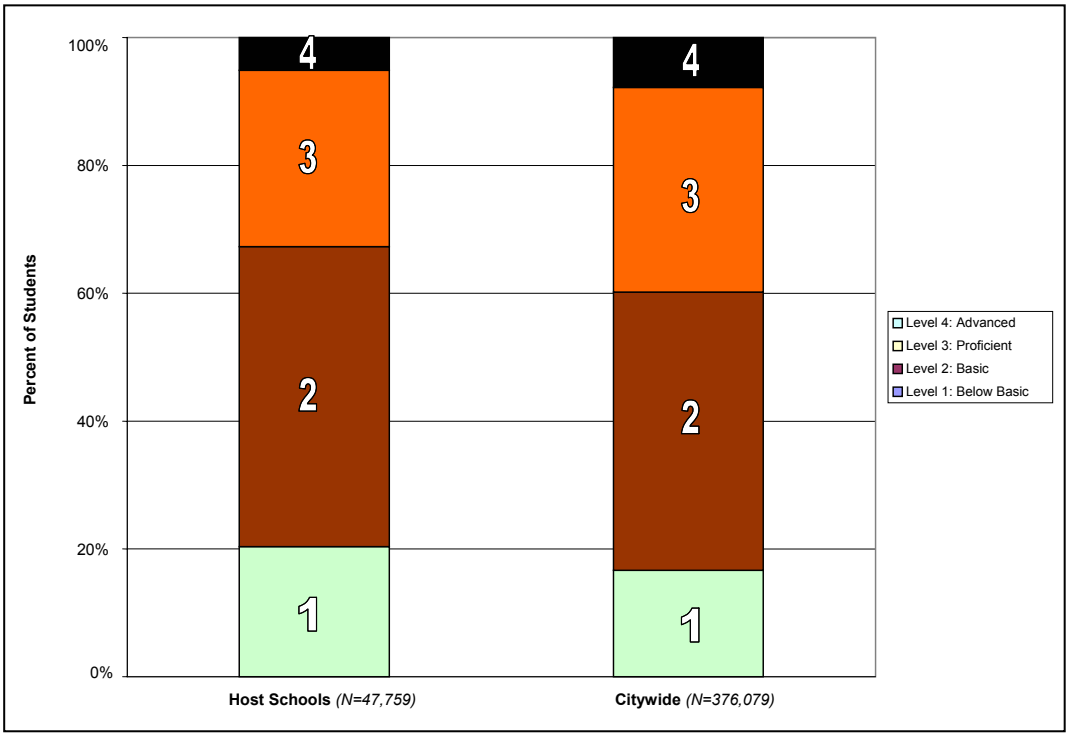


Test scores of students in TASC host schools. **Compared to students attending public schools citywide, the students attending the schools hosting TASC after-school projects in Year 4 scored lower on the state and city standardized tests. As shown below, 67 percent of students attending TASC host schools scored in the lowest two proficiency levels on the ELA/reading tests, compared to 60 percent of students citywide who scored in these ranges. On the math exams, 69 percent of students in TASC host schools scored in the lowest two proficiency levels, compared to 62 percent of students citywide.**

Proportion of Students in TASC Host Schools and Citywide at Each Proficiency Level ELA/Reading, 2001-02



Math, 2001-02



Special Challenges Affecting the Analysis of Achievement Patterns, Grades 3-8

At the heart of any analysis to assess whether participation in a program such as TASC is associated with gains in test scores is a comparison of the scale scores achieved at one grade level to the scores achieved at a later grade for two groups of students, those participating in the program and those not participating. The scaling of student achievement test scores for the New York City and State tests poses special challenges for the analysis of test score change. In particular, the different system for computing scale scores for the performance of students on the tests at each grade level creates several difficulties in using these scores to assess gains in student achievement: The distribution of scale scores is neither identical across grade levels, nor does it follow a regular progression across grade levels. This problem raises questions about comparisons of scale scores from one grade to the next.

- The range from the lowest to the highest possible scale scores is different for each grade level (e.g., on the ELA/reading test the range was 323 scale-score points for the third-grade test, 345 for the fourth-grade tests, and 303 for the eighth-grade test).

- The lowest possible scale score varies from grade to grade in a nonlinear manner (e.g., on the math test the minimum scale score was 385 in third grade, 448 in fourth grade, and 430 in fifth grade). A student achieving the minimum score at each grade level would have a gain of 63 scale-score points between third and fourth grades, and a decrease of 18 points between fourth and fifth grades, both substantial changes, while in fact scoring at the minimum level on all tests.

- The maximum possible scale score also varies from grade to grade in a nonlinear manner (e.g., on the mathematics test, the maximum score was 740 in third grade, 810 in fourth grade, and 797 in fifth grade).

These characteristics present technical challenges when scale-score data are used to compare and interpret changes in test scores across grade levels.

Another attribute of the system for assigning scale scores on these tests is that there is no standard for the expected gain between grade levels. When estimating the impact of any educational intervention, it is important to take into account the change in test scores that would have occurred in the absence of the intervention. This expected increase should incorporate an estimate of the gain that would be expected because of the completion of another year's schooling and also the maturation entailed in the student being a year older. Some systems of assigning scale scores on standardized tests factor the expected gain into the

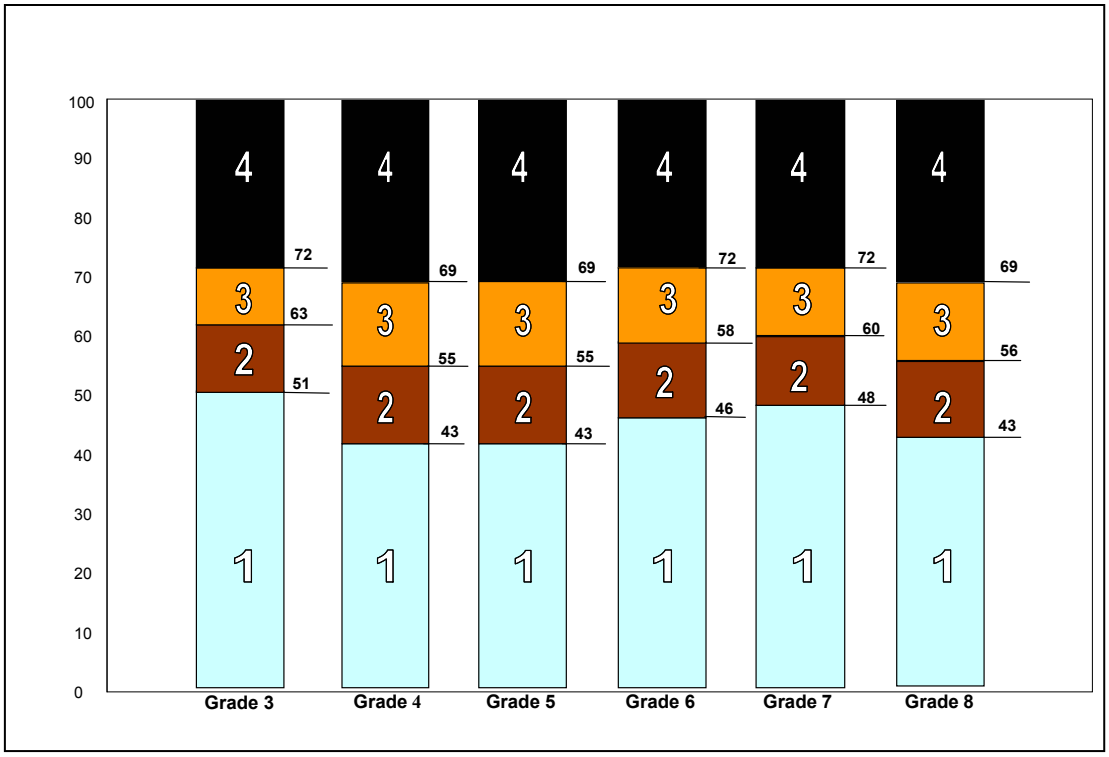
calculation of scale scores (i.e., a score of 500 in the first year and a score of 500 in the second year can be interpreted as a normal gain in achievement, while a score of 500 in the first year and a score of 510 in the second year indicate a larger-than-normal gain in achievement), but this is not the case in the system used in New York. Neither the New York State Department of Education, the DOE, nor the test publisher incorporates an estimate of expected gain into the determination of scale scores across grade levels. While it is clear that on the tests used in the New York City schools an individual student's scores should increase each year, it is not clear how to recognize a "normal" increase and how to recognize the special program impact, such as that from an educational program intervention, that is greater than the normal expected increase.

The combination of no standard for the expected gains in scale scores between grade levels and the different scales used for each grade level presents a considerable challenge to the analysis and interpretation of changes in scale scores across multiple grade levels. One solution is to standardize the scale scores across grade levels. The approach used in this study was to standardize the scale scores across grades, so that the range of possible test scores was from 0 to 100 at each grade level and the mid-point of the possible scale scores for each grade level was always 50. The formula used to transform each student's scale score at each grade level into a standardized score is:

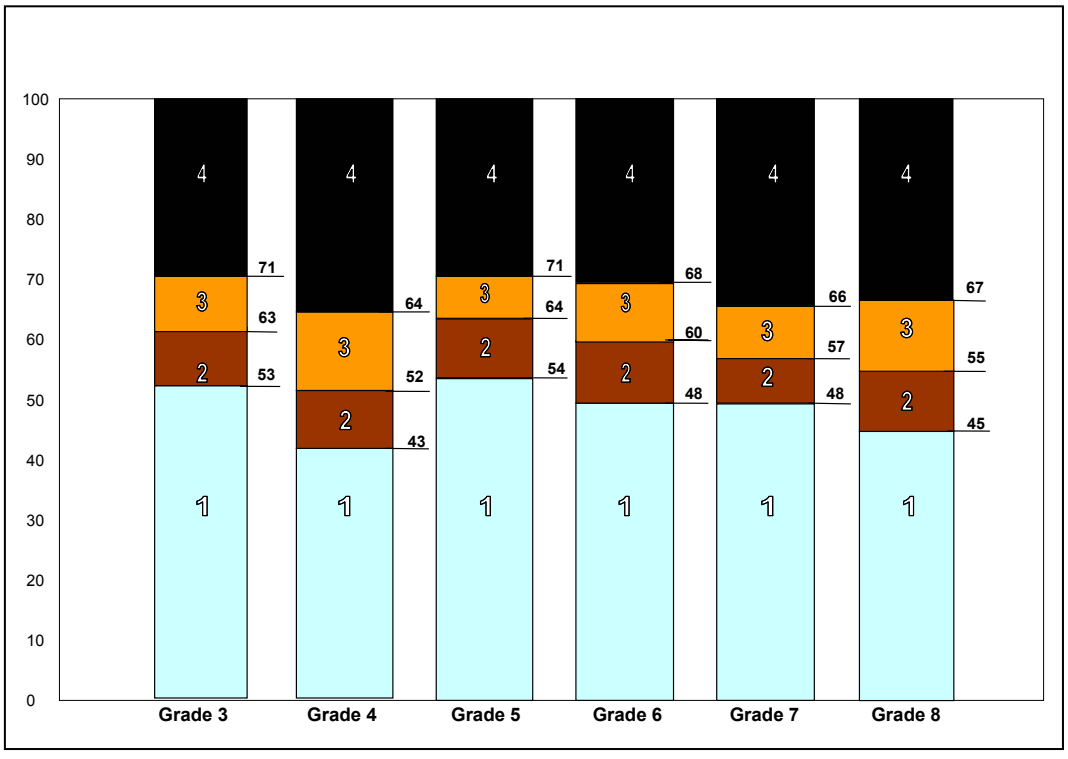
$$\left[\frac{\textit{Scale Score — Minimum Possible Scale Score}}{\textit{Maximum Possible Scale Score — Minimum Possible Scale Score)}} \right] \text{ x } 100$$

Using this method, differences in standardized scale scores across grade levels represent change in student performance independent of the differences in the particular scale applied to the test scores at each grade level. Differences in the standardized scale scores across grade levels are thus expressed as differences in the proportion of possible scale-score points that a student earns in one grade level compared to the proportion earned at the next. The distribution of possible standardized scale scores and the proficiency levels assigned to each grade, as determined using this method, are shown in the exhibits below.

Standardized Scale Scores on the ELA/Reading Tests
Proficiency Levels and Standardized Scale-Score Ranges, by Grade



Standardized Scale Scores on the Mathematics Tests
Proficiency Levels and Standardized Scale-Score Ranges, by Grade



Methods Used to Assess Achievement Change Using Standardized Scale Scores

Evaluators computed the change in performance on the ELA and math achievement tests for each TASC participant by subtracting the standardized scale score in the year prior to the student's first enrollment in a TASC after-school program from his or her standardized scale score after participation in the program. That is, for an estimate of the changes in student performance after one year of exposure, the evaluation computed the difference in the proportion of possible scale-score points that a student earned in one grade compared to the proportion earned at the next grade. Evaluators repeated the procedure to assess the change in student performance after participation in the TASC program for two years, computing the difference in the standardized scale score in the year prior to exposure to the TASC program and the standardized score after two years of exposure, two grade levels later.[8]

Many factors are statistically associated with student performance on standardized tests, including family income, gender, race, and eligibility for specialized educational services, such as special education and English as a Second Language classes. To measure the effect of TASC participation on academic achievement, analyses of change in student performance must compare participants and nonparticipants who have similar characteristics. That is, it is more accurate to compare white male participants to white male nonparticipants than to compare white male participants to all nonparticipants irrespective of race and gender.

Simply comparing the performance changes of each participant with exactly similar nonparticipants is difficult, however, because there may be very few comparable individuals. For example, there are likely to be few if any exactly comparable nonparticipants for a fifth-grade white female participant who receives special education services, is not eligible for free lunch, and has a school attendance rate of 95 percent. To resolve this problem, the evaluation used a statistical model, described below, to estimate the change in performance on the ELA/reading and math achievement tests that would have been expected for each type of participant, *had they not participated in the program*. The comparison between this predicted change and each participant's actual change in performance represents the study's estimate of the effect of the TASC program.

To compare similar groups of participants and nonparticipants, the evaluation first estimated the effect of different characteristics on nonparticipants'

[8] Only participants and nonparticipants who had a normal grade progression (i.e., were not left back and did not skip grades) and for whom the evaluation had a test score in the year prior to exposure to TASC and in the target year (i.e., after one and/or two years of exposure to the TASC program) were included in the analysis.

changes in performance using multivariate regression. The characteristics included:

- **Standardized scale score** in the year prior to attending a TASC host school
- **Student's free lunch** eligibility status in the year prior to attending a TASC host school
- **Gender**
- **Race**
- **English Language Learner** status in the year prior to attending a TASC host school
- **Special education** status in the year prior to attending a TASC host school
- **Recent immigrant** status in the year prior to attending a TASC host school
- **School attendance rate** in the year prior to attending a TASC host school

The evaluation predicted the effect of each characteristic on nonparticipants' change in performance independent of the effects of other characteristics. The table below displays each characteristic's impact on nonparticipants' change after one and two years in a TASC host school. For example, assuming that they are similar on all other characteristics, the regression model predicts that, after attending a TASC host school for one year, an Asian nonparticipant will score approximately 4 percent more of the possible scale-score points on the math test compared to the prior year than a nonparticipant who is not Asian (e.g., a gain of four standardized scale-score points). The evaluation also estimated the effect of each characteristic on nonparticipants' expected gains in ELA/reading.

Regression Coefficients Used to Predict Expected Change in Performance, ELA/Reading and Mathematics

	ELA/Reading		Mathematics	
	1 Year Change	2 Year Change	1 Year Change	2 Year Change
Model Characteristics				
N	16,233	6,148	17,718	7,196
R-square	0.193	0.168	0.169	0.130
Intercept	12.01*	7.61*	8.54*	4.94*
Coefficients				
Base standardized scale score	-0.36*	-0.32*	-0.35*	-0.26
Free lunch	-1.93*	-1.04*	-2.01*	-1.04*
Female	0.53*	1.08*	-0.16	-0.34*
Asian	2.77*	2.79*	3.80*	2.84*
Hispanic	0.42*	0.90*	0.75*	-0.47*
White	1.85*	2.55*	2.14*	0.84*
Black	**	**	**	**
ELL	-1.59*	-1.84*	-1.63*	0.23
Special education	-2.67*	-3.08*	-2.67*	-1.66*
Recent immigrant	0.90*	1.87*	1.30*	1.53*
Base school attendance rate	8.27*	8.41*	10.19*	6.73*

* Indicates a statistically significant effect on performance change at the p<.05 level.
** Coefficients for students in this category were not calculated to preserve the degrees of freedom necessary for analysis.

Using the coefficients in the table, nonparticipants' expected change in performance can be calculated by summing together the effects of all characteristics, as displayed in the calculation below. Line 1 shows the generic formula for predicting change in performance on the achievement tests based on nonparticipants' characteristics, called their *expected change* in this report. Lines 2 and 3 demonstrate how to apply this formula by calculating a Hispanic girl's expected change in math after attending a TASC host school for one year if, in the year prior to attending a TASC host school, the girl was in third grade, was classified as an English Language Learner, had earned 50 percent of the possible scale-score points on the math test (i.e., had a standardized score of 50), and had a 92 percent school attendance rate. In this example, the student would be expected to score 2.7 percent fewer of the possible scale-score points after attending a TASC host school for a year than she did in the prior year.

Calculating Expected Change in Performance for a One-Year Change on Mathematics Exam

(Line 1) Expected change	=	intercept + base score + free lunch + gender + race + ELL status + special education status + recent immigrant status + base school attendance
(Line 2) Expected change	=	8.54 + (50 [standardized score] * -0.35) + (1 [eligible for free lunch] * -2.01) + (1 [girl] * -.16) + (0 [not Asian] * 3.80) + (1 [Hispanic] * 0.75) + (0 [not white] * 2.14) + (1 [ELL] * -1.63) + (0 [special education student] * 2.67) + (0 [not recent immigrant] * 1.30) + (.92 [school attendance rate] * 10.19)
(Line 3) Expected change	=	8.54 – 17.5 – 2.01 – 0.16 + 0 + 0.75 + 0 - 1.63 + 0 + 0 + 9.37
(Line 4) Expected change	=	-2.64 standardized scale-score points or -2.64 percent of the possible scale-score points

The evaluation also applied this expected change formula to TASC participants, calculating the expected change in performance on the achievement tests if the student had never participated in TASC. Evaluators then compared participants' true change (the change in their standardized scale scores across years) to their expected change. If the difference between participants' true and expected change was positive, that meant that they made greater gains in performance on the citywide tests than similar nonparticipants, which indicates that participation in the TASC program was associated with improved academic performance. If the difference between participants' actual gain and expected gain was negative, that meant that their change in performance was lower than that of comparable nonparticipants, indicating that participation in the TASC program was associated with a decline in performance. Participants' true and expected changes in math and ELA/reading are compared in the following discussions.

This approach to analyzing achievement change associated with participation in TASC-supported after-school projects corrects for any self-selection bias of the student characteristics included in the regression equation and for differences in performance during the year prior to first enrolling in a TASC project. The comparison of the characteristics of participants and nonparticipants showed few differences on other key characteristics of these groups of students. Evaluators also considered how to take into account differences in unmeasured characteristics of students and their families that may be associated with different levels of student achievement. Examples of possible differences include the student's motivation to do well in school or the importance the family places on success in school. In developing the analysis approach, evaluators assumed that the differences on the unmeasured characteristics associated with differing performance on achievement tests or frequency of school attendance were controlled by including the prior-year test scores in the equation for predicting expected gains on test scores and by including the prior-year school attendance rate in the estimate of gains in school attendance.

Overall Patterns of Mathematics Achievement Associated with TASC Participation

Students who participated in TASC the most consistently and for the longest period of time experienced the greatest gains. Students participating actively in TASC projects for more than a year (attending at least 60 percent of the possible days while enrolled and attending at least 60 days during the school year) showed significantly greater gains in math than did their nonparticipating classmates, and students participating for two or more years showed even more substantial changes in performance than nonparticipating students. In order to compare the magnitude of the change in performance of participants to that of similar nonparticipants, the evaluation computed the effect size as the difference between the true change in participants' performance and their expected change, and then divided the difference by the standard deviation of the nonparticipants' predicted change in performance.[9] Evaluators considered an effect size of 0.10 or larger to be substantive.

Among all TASC program participants, the average change in scores on the mathematics test was 1.4 standardized scale-score points more after two years of participation than would be predicted from each student's characteristics. This

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[9] An effect size is useful for estimating the size or importance of the differences between the participants and nonparticipants. Statistical significance assesses whether there is a difference that is greater than would be expected by chance. However, because of the large sample sizes in many of the analyses presented in this report, minor differences meet the threshold of statistical significance. In general, researchers estimate the effect size by taking the difference in the average of a measure for the participants and the nonparticipants, and then dividing the result by the standard deviation of the measures for all students in the study, pooling participants and nonparticipants.

The statistical literature contains extensive discussion about how to interpret effect sizes of different magnitudes. The standard works suggest that an effect size of 0.20 is small, 0.50 moderate, and 0.80 large. However, some researchers have pointed to the need to calibrate the interpretation of effect sizes to the expected impact of the program being studied. These authors often point to the medical study of the benefits of aspirin in reducing heart attacks, where the effect size was 0.03, yet was deemed important enough to influence health policy. This study has adopted a threshold of 0.10 for a small effect size in analysis of the association between participation in a TASC after-school project and changes in scores on standardized tests or school attendance.

Cohen, J. (1977). *Statistical Power Analysis for the Behavioral Sciences.* San Diego, CA: Academic Press.

Cohen, P. (1996). How Can Generative Theories of the Effects of Punishment be Tested? *Pediatrics, 98,* 834-835.

Prentice, D.A., & Milller, D.T. (1992). When Small Effects Are Impressive. *Psychological Bulletin, 112,* 160-164.

Rosenthal, R. (1986). Media Violence, Antisocial Behavior, and the Social Consequences of Small Effects. *Journal of Social Issues, 42,* 141-154.

Rosenthal, R. (1990). How Are We Doing in Soft Psychology? *American Psychologist, 45,* 775-776.

indicates that students gained an amount equivalent to 1.4 percent more of the full range of possible scale-score points in math after two years than did similar nonparticipants. The difference between this change in performance and that of nonparticipants was statistically significant with an effect size of 0.42, indicating that participation in TASC was associated with a substantial change in performance. The average change after only one year of TASC participation was 0.2 standardized scale-score points higher than similar nonparticipants. Although statistically significant, the change after one year was not substantively different than the change in performance by nonparticipants.

Difference in Change in Mathematics Standardized Scale Scores for All Participants

Years of Participation	Difference from Expected Change in Performance	Expected Change in Performance	Effect Size	*N*
1 Year	0.2*	-2.0	0.06	*11,409*
2 Years	1.4*	-3.9	**0.42**	*2,666*

* Indicates significance at p<.05 level.
Effect sizes greater than 0.10 are in bold type.

After one year of exposure to TASC, students who were active participants in TASC after-school projects in every year they participated gained more in performance than nonparticipants after their first year of participation. After one year of participation, active participants gained 0.5 standardized scale score points more than would be predicted from each student's characteristics. This indicates that participants' change was an amount equivalent to 0.5 percent more of the full range of possible scale-score points in math after one year than similar nonparticipants' change.

Students who were active TASC participants also experienced gains in math scores after two years of exposure to TASC that were significantly larger than the gains experienced by nonparticipants with similar characteristics. Active participants gained 2.6 standardized scale-score points more than similar nonparticipants after two years of TASC participation. The effect size characterizing this two-year difference was approximately 0.79, which indicates a substantive difference.

Difference in Change in Mathematics Standardized Scale Scores for Active Participants

Years of Participation	Difference from Expected Change in Performance	Expected Change in Performance	Effect Size	*N*
1 Year	0.5*	-2.0	**0.13**	*5,543*
2 Years	2.6*	-3.8	**0.79**	*1,148*

* Indicates significance at p<.05 level.
Effect sizes greater than 0.10 are in bold type.

Differences in Math Achievement Patterns Among Subgroups of Students

In addition to examining aggregate achievement change, evaluators also examined whether all TASC participants experienced similar benefits from program participation. The evaluation addressed this question by repeating its analyses of test-score changes for varied categories of students. As in the overall analysis, the comparisons examine the changes in standardized test scores found among nonparticipants who had similar characteristics (or the change expected for participants if they had not been part of the TASC after-school program), compared to the changes in test scores actually observed for different participant groups. This analysis examined results for subsets of participants who met the active participation threshold and who possessed known characteristics in each of the following areas:

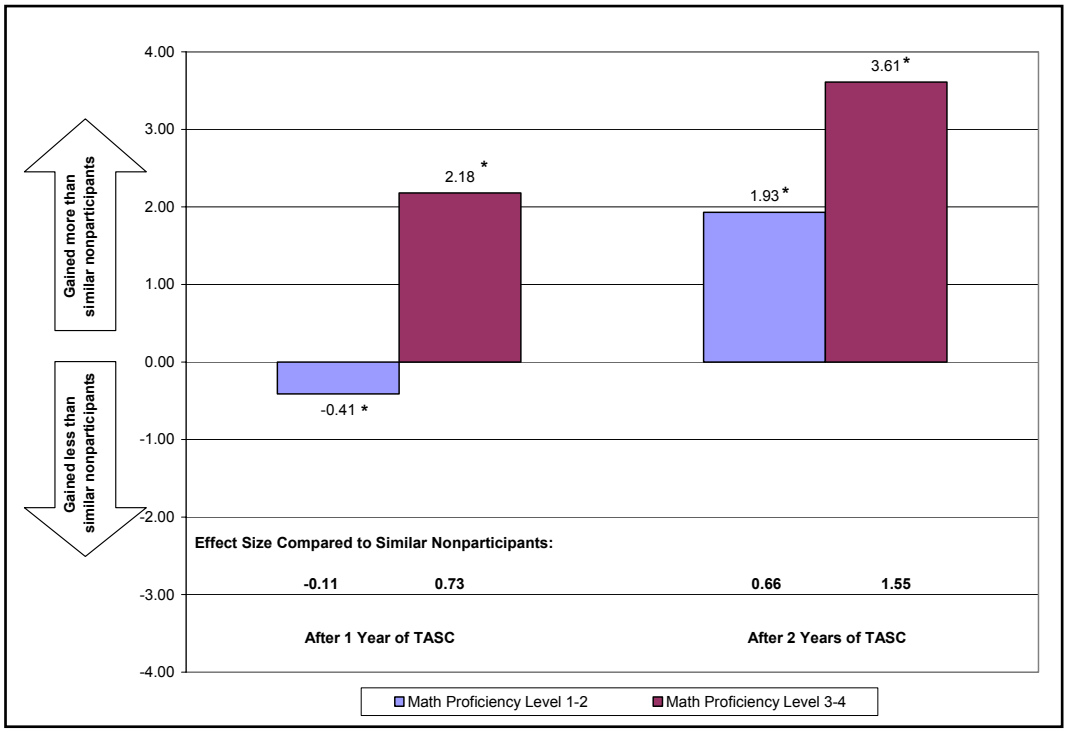
- Prior performance on the citywide assessments
- Free lunch eligibility
- Race/ethnicity
- Special education status
- English Language Learner status
- Recent immigrant status
- Gender

Participation in the TASC after-school program provided additional benefits to students who initially scored at or above grade level in math, and also benefited students who initially scored below grade level and participated actively in TASC for at least two years.

- **Students who scored below grade level in math (proficiency levels 1 and 2)** in the year prior to enrolling in a TASC project had mixed results in math. They gained significantly less than predicted after one year of active participation, but significantly more than expected after two years of participation.

- **Students who scored at or above grade level in math (proficiency levels 3 and 4)** in the year prior to enrolling in a TASC project had significantly larger gains than predicted after both one and two years of active participation.

Number of Standardized Scale-Score Points Gained Above Similar Nonparticipants by Active Participants, in Math, by Proficiency Level



* Indicates a test score gain that is significantly different (p<.05) from similar nonparticipants.
Effect sizes greater than 0.10 are in bold type.

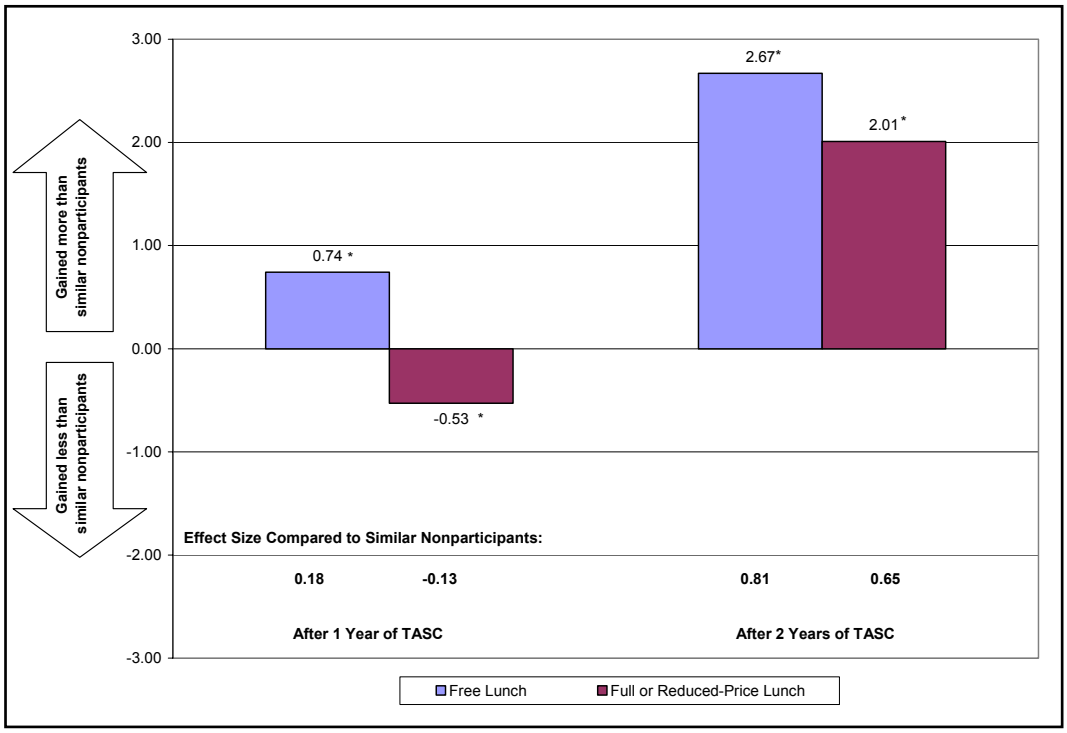
Ns for Each Analysis Group	*After 1 Year*	*After 2 Years*
Proficiency Levels 1 and 2	*3,535*	*703*
Proficiency Levels 3 and 4	*2,008*	*445*

Students from families that were at or below the poverty level also showed larger than expected gains on the math exams after participation in a TASC project.

- **Participants who were eligible for free lunch** in the year prior to TASC participation gained more points than expected in math after both one and two years of participation.

- **Participants who were not eligible for free lunch** in the year prior to TASC participation gained fewer points than expected after participating in TASC for one year but more points than expected after two years.

Number of Standardized Scale-Score Points Gained Above Similar Nonparticipants by Active Participants, in Math, by Free-Lunch Eligibility



* Indicates a test score gain that is significantly different (p<.05) from similar nonparticipants. Effect sizes greater than 0.10 are in bold type.

Ns for Each Analysis Group	*After 1 Year*	*After 2 Years*
Free Lunch Eligible	*4,592*	*979*
Not Free Lunch Eligible	*951*	*169*

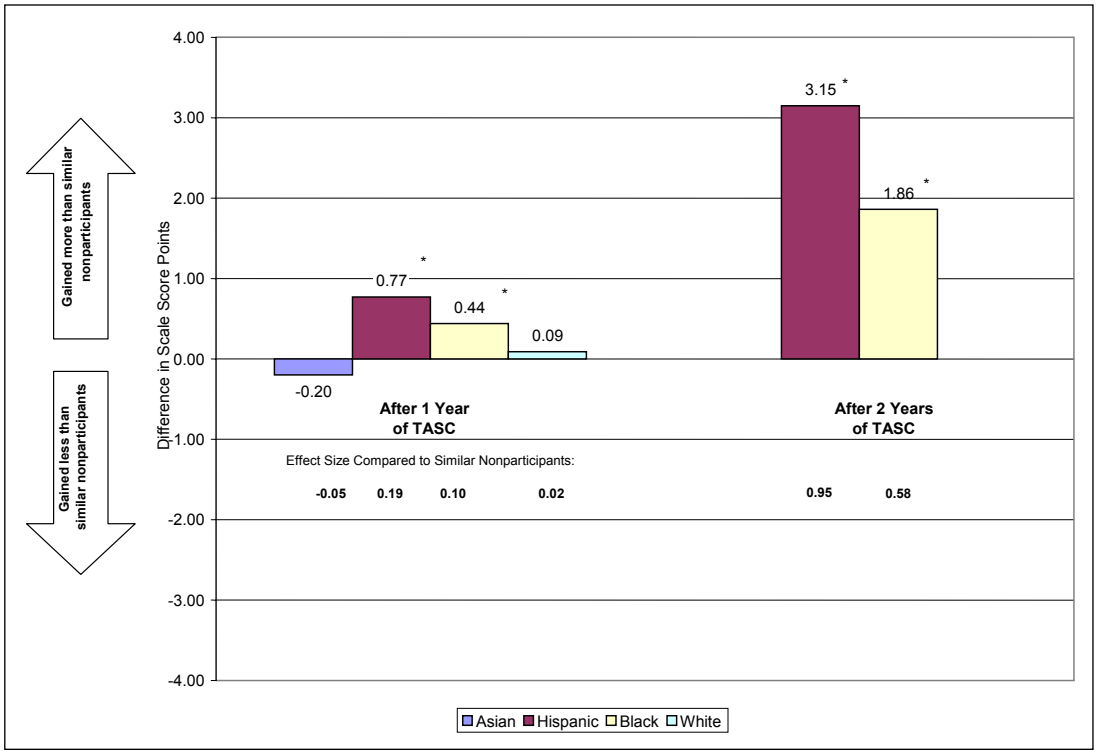
Participants' outcomes varied by racial group, with black and Hispanic participants showing greater gains over similar nonparticipants than did white and Asian participants.

- **Black students** who regularly participated in TASC gained more points than expected in math after one and two years of exposure to TASC.

- **Hispanic students** who participated regularly gained more points than expected after both one and two years of exposure to TASC.

- **White and Asian students** gained approximately the number of points expected in math after one year of exposure.

Number of Standardized Scale-Score Points Gained Above Similar Nonparticipants by Active Participants, in Math, by Race/Ethnic Group



* Indicates a test score gain that is significantly different (p<.05) from similar nonparticipants.
Effect sizes greater than 0.10 are in bold type.

Ns for Each Analysis Group	*After 1 Year*	*After 2 Years*
Asian	*391*	*71*
Hispanic	*2,568*	*540*
Black	*2,258*	*502*
White	*326*	*35*

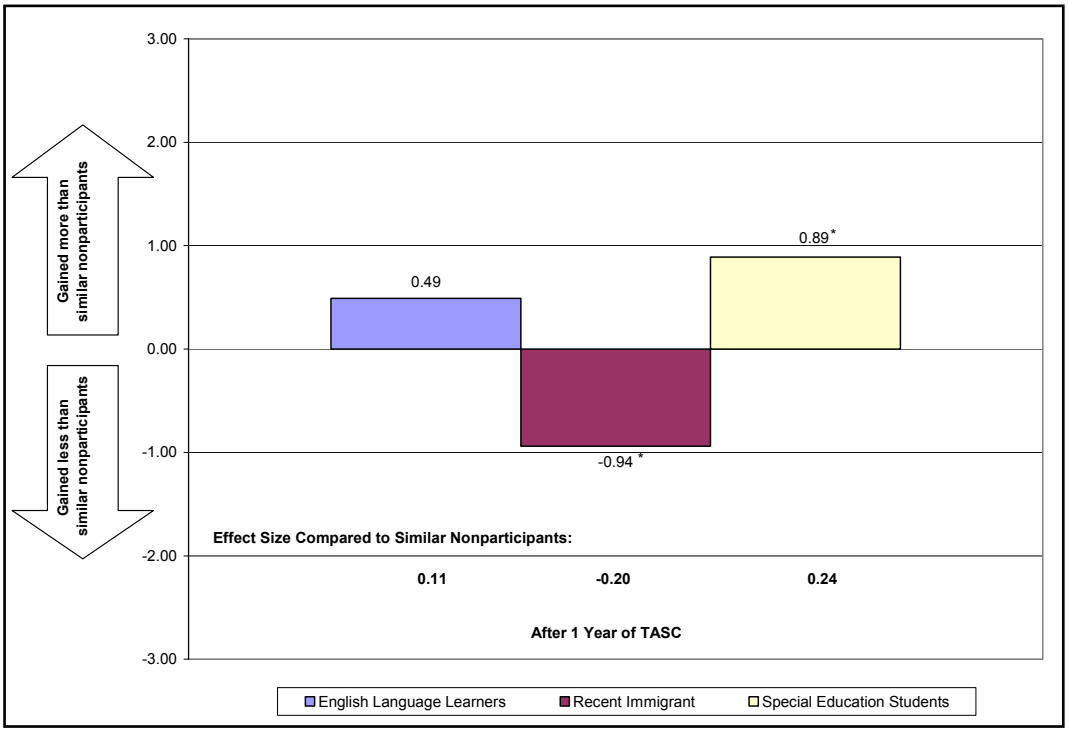
Participants in two special-needs categories in the year prior to attending a TASC project and who attended TASC regularly tended to perform better than similar nonparticipants.

- **English Language Learners** gained more points than expected in math after one year of TASC participation.

- **Special education students** who attended TASC projects gained more points than expected on math tests after one year of participating in TASC.

- **Recent immigrants**, in contrast, gained fewer points than expected in math after one year of TASC participation.

Number of Standardized Scale-Score Points Gained Above Similar Nonparticipants by Active Participants, in Math, by Special-Needs Category



* Indicates a test score gain that is significantly different (p<.05) from similar nonparticipants. Effect sizes greater than 0.10 are in bold type.

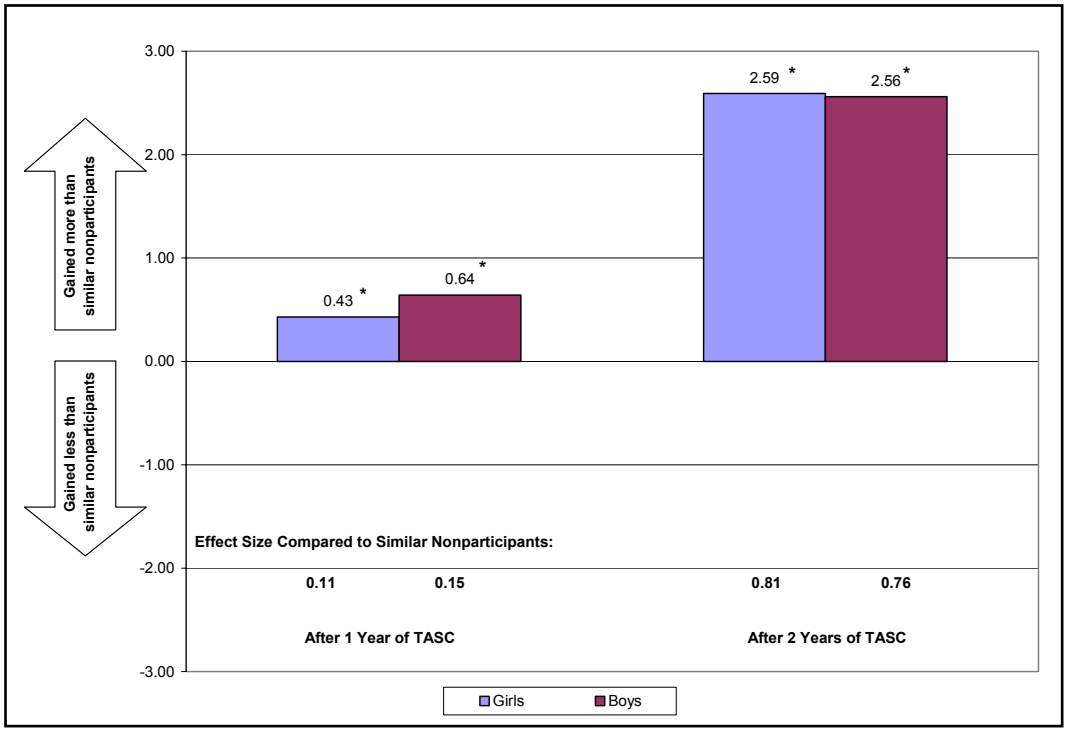
Ns for Each Analysis Group	*After 1 Year*	*After 2 Years*
ELL	*554*	*Too few for analysis*
Recent Immigrant	*238*	*Too few for analysis*
Special Education	*385*	*Too few for analysis*

Male and female participants' outcomes were similar to those of all participants who attended the program regularly.

- **Girls** who attended TASC regularly gained more points than expected on the math test after one and two years of exposure to TASC.

- **Boys** also gained more points than expected on the math test after one and two years of exposure to TASC.

Number of Standardized Scale-Score Points Gained Above Similar Nonparticipants by Active Participants, in Math, by Gender



* Indicates a test score gain that is significantly different (p<.05) from similar nonparticipants.
Effect sizes greater than 0.10 are in bold type.

Ns for Each Analysis Group	*After 1 Year*	*After 2 Years*
Girls	*2,917*	*637*
Boys	*2,626*	*511*

Overall Patterns of Reading Achievement Associated with TASC Participation

The evaluation found no relationship between participation in a TASC after-school project and changes in scores on the ELA/reading tests. Participants performed essentially the same as similar nonparticipants after exposure to the after-school project, irrespective of the intensity with which they participated.

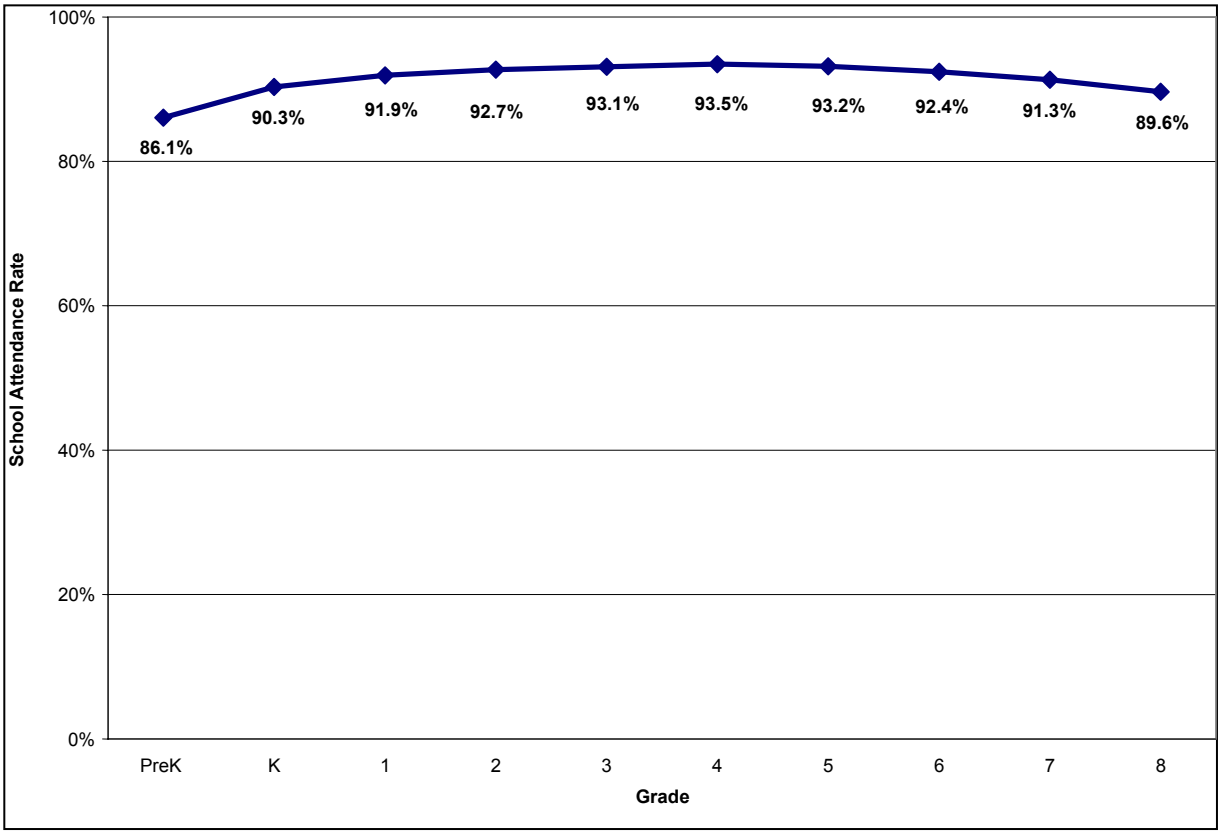
Changes in the School Attendance of TASC Participants, Grades K-8

This section reviews the context for assessing attendance change and the change patterns found among TASC participants and similar nonparticipants.

The Context for Assessing Change in School Attendance

Among students attending New York City public schools during the 2001-02 school year, school attendance was relatively high. Across grade levels, the proportion of days attended was lowest among students in Pre-Kindergarten, increasing over each grade level through fourth grade, then decreasing slightly through eighth grade.

Citywide School Attendance Rate During 2001-02, by Grade
General Education Students, PreK-8



The students enrolled in grades PreK-8 in schools hosting TASC after-school projects attended school at rates comparable to students citywide. The average attendance rate in grades PreK-8 during the 2001-02 school year citywide was 91.41 percent, and for the TASC host schools in the evaluation sample it was 91.42 percent.

Change in Attendance Rates Associated with TASC Participation

Two characteristics of the school attendance rates create challenges in analyzing the relationship between program participation and changes in school attendance. First, the relatively high rate of attendance establishes a ceiling on attendance-rate improvement, since there is little opportunity for substantial increases in students' school attendance to occur. Second, the general curvilinear pattern in attendance rates across grade levels combined with the differences in the distribution of participants and nonparticipants across grade levels require adjustments to the data, through weighting. The weights constructed by the evaluation control for the differences in distribution across grade level between the participants and nonparticipants. (See Appendix B for details of the weighting procedures employed.) In this chapter all of the figures presented for school attendance were computed using weighted data.

On average, participants attended school more frequently than nonparticipants in the year prior to enrolling in TASC. The average weighted attendance rate for nonparticipants in grades PreK-8 was 91.73, while for participants it was 92.88 percent. Students who were active participants in their first year in a TASC project attended school 93.47 percent of the time in the year before they enrolled in the project.

To estimate the relationship between participation in a TASC project and students' school attendance, analyses focused on determining whether the gap between participants and nonparticipants increased over time. Evaluators found that the gap between the attendance rates of TASC participants and corresponding nonparticipants grew slightly after one year of participation in a TASC after-school project. After one year of TASC exposure, the average attendance rate among all participants increased by 0.53 percentage points, compared with an increase of 0.11 percentage points for nonparticipants, for a net difference of three-quarters of a day over a 181-day school year. The corresponding increase among active participants was 0.75 percentage points, a net difference in gains in school attendance of 1.2 days over the school year.

School Attendance Rates and Change in School Attendance Rate After One Year of Exposure to TASC, PreK-8, Weighted

Student Group	School Attendance Rate		Average Individual Percentage Point Change	Statistical Comparison to Nonparticipants	
	Group Average in Base Year	Group Average After 1 Year		Statistically Significant at p<.05	Effect Size
Active Participants *N=10,895*	93.47%	94.22%	0.75	Yes	0.09
All Participants *N=32,941*	92.88%	93.41%	0.53	Yes	0.05
Nonparticipants *N=44,827*	91.73%	91.84%	0.11	--	--

Because attendance rates vary by grade and because participants and nonparticipants are distributed differently across grades, the evaluation weighted the school-attendance data to equalize the proportion of participants and nonparticipants enrolled at each grade.

The gap in school attendance also grew significantly between the students who participated in a TASC after-school project for two years and corresponding nonparticipants. After two years of participation, the school attendance rates for all TASC participants increased by 0.67 percentage points, compared with 0.38 percentage points for nonparticipants, the equivalent of attending an additional one-half of a school day per year. Over the same period, the school attendance rates of active participants increased by 0.80 percentage points, for a net gain of three-quarters of a school day per year compared to nonparticipants.

School Attendance Rates and Change in School Attendance Rate After Two Years of Exposure to TASC, PreK-8, Weighted

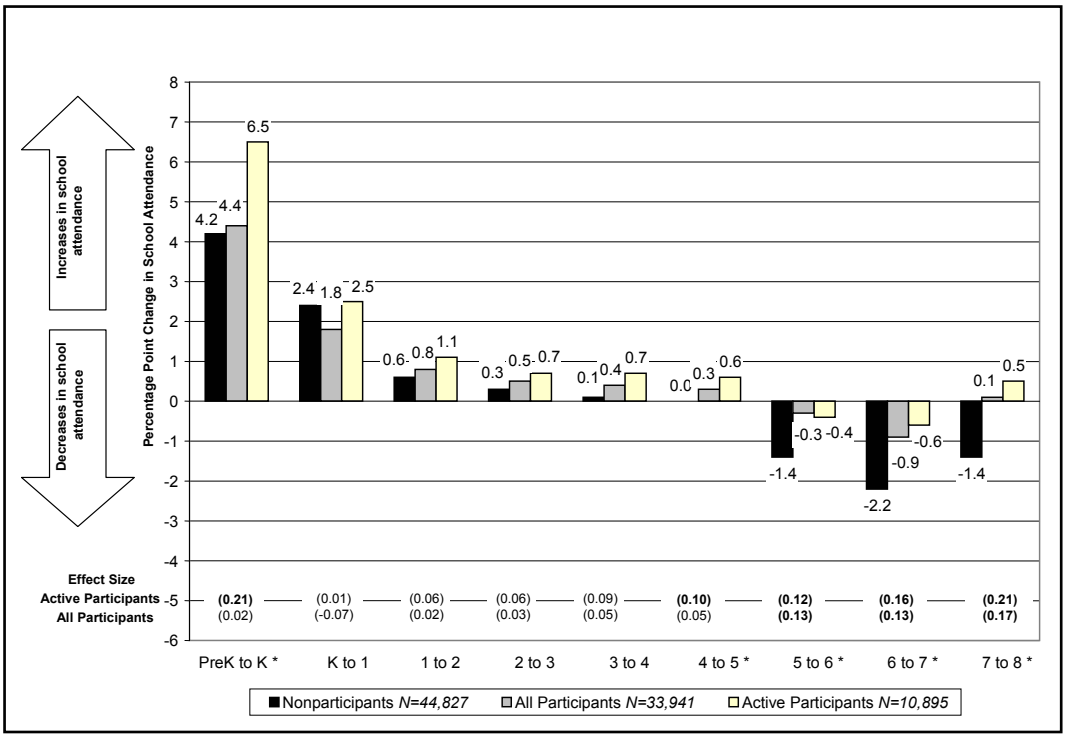
Student Group	School Attendance Rate		Average Individual Percentage Point Change		Statistical Comparison to Nonparticipants	
	Group Average in Base Year	Group Average After 2 Years	Base to First Year	Base to Second Year	2 Year Change Significant at p<.05	Effect Size
Active Participants *N=5,965*	94.04%	94.83%	.92	.80	Yes	0.06
All Participants *N=11,259*	93.59%	94.27%	.95	.68	Yes	0.04
Nonparticipants *N=20,605*	92.46%	92.85%	.68	.38	--	--

Because attendance rates vary by grade and because participants and nonparticipants are distributed differently across grades, the evaluation weighted the school-attendance data to equalize the proportion of participants and nonparticipants enrolled at each grade.

The attendance advantage associated with active TASC participation through the middle grades is particularly noteworthy. Although the attendance rates of nonparticipants in the host schools consistently declined between the fifth and eighth grades, this pattern did not characterize the school attendance of either TASC participants generally or active TASC participants. After one year of TASC participation, school attendance rates of all participants and of active participants declined between fifth and sixth and between sixth and seventh

grades, but declined less than that of nonparticipants. School attendance rates increased between seventh and eighth grades for participants, while they declined for nonparticipants. For each grade span in the middle grades, the difference between participants and nonparticipants was significant, and the effect sizes were greater than 0.10.

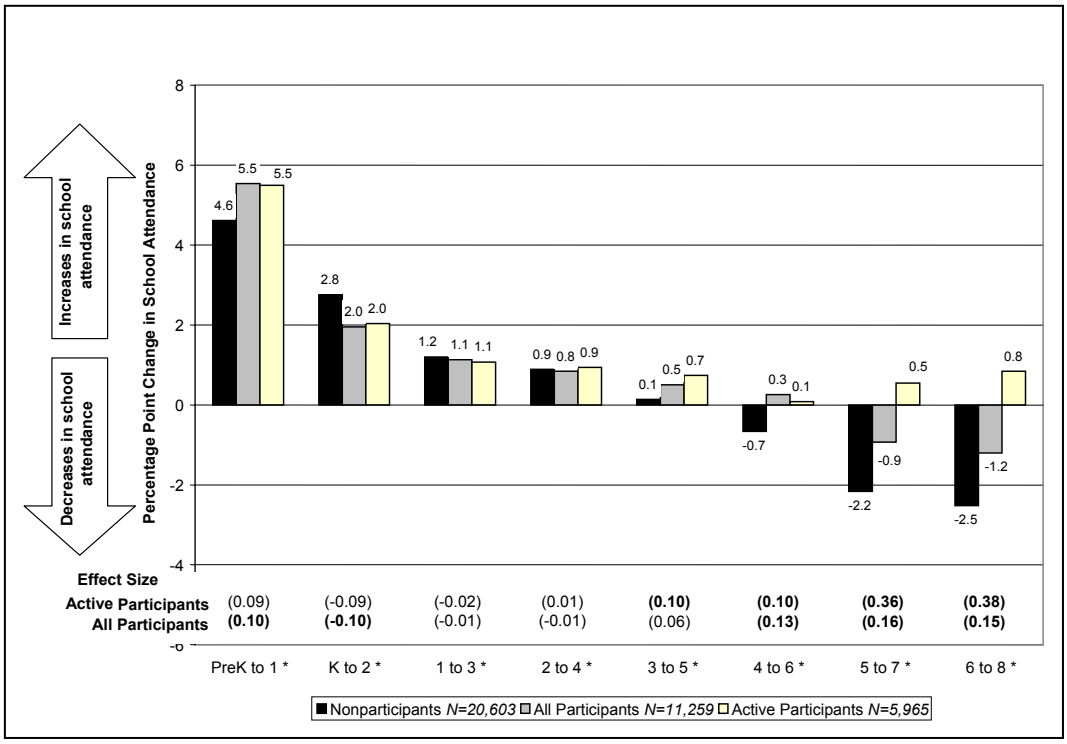
Change in School Attendance from the Year Before Enrollment to the First Year After Exposure to TASC, by Grade, PreK-8, Weighted



* Indicates an attendance rate change that is significantly different (p>.05) from similar nonparticipants.
Effect sizes are noted in parentheses. Effect sizes greater than 0.10 are in bold type.

After two years of participation in TASC, corresponding nonparticipants experienced decreases in school attendance between fourth to sixth grades, fifth to seventh grades, and sixth to eighth grades. Among TASC participants, school attendance rates increased between fourth to sixth grades, and decreased less than among nonparticipants between fifth to seventh grades and sixth to eighth grades. Among active participants, attendance rates increased during all three time periods, between fourth to sixth, fifth to seventh, and sixth to eighth grades.

Change in School Attendance from the Year Before Enrollment to the Second Year After Exposure to TASC, by Grade, PreK-8, Weighted



* Indicates an attendance rate change that is significantly different (p>.05) from similar nonparticipants.
Effect sizes are noted in parentheses. Effect sizes greater than 0.10 are in bold type.

Change in School Attendance by Attendance Level in Year Prior to Exposure to TASC

The general pattern of increases in school attendance rates during the first year of participation in TASC was found among students at each range of school attendance rates during the year prior to enrollment in TASC.

School Attendance Rates and Change in Rate by Prior Level of Attendance After a Year of TASC Exposure, K-8, Weighted

Quartile in Year Prior to Exposure to TASC	Participation Status and Duration	Average Percentage Point Change in School Attendance Rate	*N*	Standard Deviation	Statistical Comparison to Nonparticipants		Change in Days (181-Day Year)	Net Change in Days Compared to Non-participants
					Significant at p<.05	Effect Size		
1 – Lowest Quartile (Below 89%)	Nonparticipants	3.53	*11,666*	0.114	--	--	6.4	--
	All Participants	4.69	*7,046*	0.091	Yes	**.10**	8.5	2.1
	Active Participants	5.55	*1,969*	0.101	Yes	**.18**	10.0	3.6
2 - Second Quartile (89% to 94%)	Nonparticipants	-0.12	*11,067*	0.070	--	--	-0.2	--
	All Participants	0.68	*8,146*	0.050	Yes	**.11**	1.2	1.4
	Active Participants	1.12	*2,471*	0.045	Yes	**.28**	2.0	1.8
3 - Third Quartile (94% to 98%)	Nonparticipants	-1.31	*13,416*	0.057	--	--	-2.4	--
	All Participants	-0.74	*11,369*	0.037	Yes	**.10**	-1.3	1.1
	Active Participants	-0.40	*3,701*	0.032	Yes	**.16**	-0.7	1.7
4 - Highest Quartile (Above 98%)	Nonparticipants	-1.99	*8,678*	0.052	--	--	-3.6	--
	All Participants	-1.63	*7,379*	0.029	Yes	.07	-3.0	0.6
	Active Participants	-1.46	*2,754*	0.026	Yes	**.10**	-2.6	1.0

Effect sizes greater than 0.10 are in bold type.

Changes in the Academic Achievement of TASC Participants, Grades 9-12

This section reviews the context for assessing achievement change in grades 9-12, special challenges affecting these analyses, methods used by the evaluation to assess achievement change, and analytic findings. As the discussion indicates, this analysis is complicated by the evidence of pre-existing differences between TASC participants and nonparticipants in the high school grades.

Another special consideration in the analysis of the TASC high school data is the very different circumstances of each of the six host schools that served grades 9-12 in the evaluation sample. Because of major differences in project enrollment size and programming, it is misleading to combine results across all of these TASC projects. For that reason, this section breaks out analyses by host school. Each of the host schools is designated by a letter from A to F.

Context for Assessing Change in Achievement in New York City for Grades 9-12

A central component of efforts to improve public school education and to raise standards of student performance in New York has been the series of increases in the minimum requirements for high school graduation, which are set by the New York State Board of Regents. Currently, two types of high school diplomas are endorsed by the Board, the Regents Diploma and the Advanced Regents Diploma. Local school districts may also choose to award a Local Diploma. Starting with the class of students who first entered ninth grade during the 2001-02 school year, students are required to earn at least 22 units in the following areas, in order to earn a Regents Diploma.

Course Units Required for a Regents Diploma

Subject Area	Units
English	4
Social Studies	4
Science	3 At least one in life sciences and one in physical sciences
Mathematics	3
Visual arts and/or music, dance, or theater	1
Health education	½
Physical education	2
Other subjects	4 ½

Students must earn two credits in order to earn one unit. In addition to the course unit requirements, students who first entered ninth grade in September 2001 must pass five Regents examinations with scores of 65 or higher in English, mathematics, global history and geography, U.S. history and government, and science. During the 2001-02 school year, the percent of students in New York City who passed each of the Regents exams at the level required for a Regents diploma (a score of 65 or higher on a scale from 0 to 100) ranged from 39 percent on the Math Sequential I exam to 96 percent on the exams for languages other than English.

Regents Exams Required for Graduation

Grade	English/ Language Arts (ELA or Reading)	Mathematics	Other
9-12 Requirements for students entering ninth grade in September 2001 to receive a Regents Diploma	Regents Exam in Comprehensive English	Regents Mathematics Sequential I and II Exam or Mathematics A Exam	Regents Exam in Global History and Geography
			Regents Exam in U.S. History and Government
		Regents Mathematics Sequential III Exam or Mathematics B Exam	Regents Exam in a Life Science
			Regents Exam in a Physical Science
			Regents Exam in a Language Other Than English *

* Students who complete an Arts in Career and Technical Education Sequence as a substitute for the language requirement are not required to pass this exam.

The schools hosting TASC projects serving grades 9-12 displayed more favorable Regents test performance than did schools citywide serving grades 9-12. Among the students attending the three of the four host schools where results for all Regents exams were available, higher proportions of students passed the Regents exams than among high school students citywide.

Percent of All Students Who Passed Selected Regents Exams During the 2001-02 School Year, Citywide and in Host Schools

Regents Examination	Percentage of Students Passing with Scaled Score of 65 or Higher					
	All Schools Citywide	Host Schools				
		B	C	D	E	F
English	55	90	57	89	33	77
Sequential Math I	39	88	28	21		97
Sequential Math II	69	78	59	69		74
Biology	71	96	57	73		98
Global Studies	54	86	41	83		90
U.S. History and Government	64	83	65	87		81
Languages Other Than English	96	94	95	96		86

* Only the English Regents was required at Schools A and E. Incomplete results were reported for School A.

Special Challenges Affecting the Analysis of Achievement Patterns in Grade 9-12

The estimation of changes in student performance associated with participation in TASC projects by students in grades 9-12 presents greater challenges to analysis than are presented for students in grades 3-8. Measuring achievement change at the high school level is problematic in the New York City

schools because the system (like most others) does not administer comparable annual achievement tests to students in grades 9-12. Hence, it is not possible to map individual-level change over time in these grades. This measurement problem is complicated in the current analyses by the pre-existing differences in average prior achievement levels between TASC project participants and nonparticipants, as already noted. In general, the high school students who chose to participate in a TASC project were performing at a higher level than nonparticipants before they entered ninth grade, as measured by standardized test scores and school attendance rates, as shown in Appendix A. This difference, along with the lack of consistent measures across grades, makes it very difficult to determine whether TASC participation was associated in any way with differences in students' high school achievement patterns.

Assessment of Achievement Change, Grades 9-12

Evaluators selected four measures for assessing and comparing student achievement among participants and nonparticipants enrolled in grades 9-12: (1) whether participants and nonparticipants passed selected Regents exams required for a Regents Diploma and the grade level at which the student passed the exam; (2) the proportion of participants and nonparticipants who passed five or more Regents exams; (3) the average number of credits toward graduation earned by participants and nonparticipants who passed five or more Regents exams; and (4) the change in the cumulative number of high school credits a student had earned at the end of the year prior to enrolling in a TASC project, compared to the number earned after one year of participation. Where the evaluation had test results for sufficient numbers of students, the analysis examined results for subgroups of students, formed on the basis of such factors as their achievement levels in eighth grade and the host school attended. Across all analyses, student data were weighted to correct for the difference in distributions of participants and nonparticipants by grade level.

Passage of Regents exams. In general, the evaluation found that TASC participants were much more likely to pass selected Regents exams and were much more likely to pass five or more Regents exams than were students who did not participate in TASC projects. This is not surprising based on participants' and nonparticipants' differing educational and demographic backgrounds, as reported in Appendix A. This pattern is seen across subject areas, beginning here with the Regents English exam.

Percent of Students Passing the English Regents Exam, by Participation Status and Grade Level

Site	Participation Status	Percent Passing the English Regents Test by the End of:				*N*			
		9th Grade	10th Grade	11th Grade	12th Grade	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
A	Nonparticipants	0	0	37	48	*37*	*36*	*41*	*21*
	All Participants	0	0	48	69	*317*	*284*	*221*	*116*
	Active Participants	0	0	60	66	*87*	*85*	*105*	*47*
B	Nonparticipants	0	25	50	71	*31*	*20*	*16*	*42*
	All Participants	0	16	**88**	**87**	*1,264*	*1,074*	*643*	*524*
	Active Participants	0	21	**87**	**85**	*377*	*320*	*220*	*190*
C	Nonparticipants	0	11	44	45	*1,581*	*961*	*507*	*380*
	All Participants	0	11	**69**	**69**	*441*	*308*	*158*	*94*
	Active Participants	0	11	**63**	**71**	*128*	*66*	*40*	*31*
D	Nonparticipants	0	20	90	86	*98*	*108*	*82*	*57*
	All Participants	0	19	85	85	*276*	*253*	*179*	*130*
	Active Participants	--	--	--	--	--	--	--	--
E	Nonparticipants	--	--	--	--	--	--	--	--
	All Participants	0	0	68	95	*34*	*22*	*25*	*15*
	Active Participants	0	0	67	75	*17*	*13*	*18*	*12*
F	Nonparticipants	0	16	78	84	*86*	*96*	*89*	*63*
	All Participants	0	**37**	**92**	**95**	*93*	*147*	*102*	*74*
	Active Participants	0	**41**	**96**	**96**	*47*	*90*	*82*	*73*

Statistically significant differences between participants and nonparticipants are in bold type.

Participants in the TASC program were also more likely to have passed their first Regents exam in mathematics prior to entering twelfth grade than were nonparticipants.

Percent of Students Passing Their First Mathematics Regents Exam, by Participation Status and Grade Level

Site	Participation Status	Percent Passing Their First Mathematics Regents Test by the End of:				*N*			
		9th Grade	10th Grade	11th Grade	12th Grade	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
B	Nonparticipants	3	20	18	55	*32*	*20*	*17*	*42*
	All Participants	8	36	**70**	**72**	*1,265*	*1,073*	*644*	*524*
	Active Participants	10	34	**68**	**69**	*376*	*320*	*220*	*190*
C	Nonparticipants	1	5	10	16	*1,580*	*961*	*508*	*380*
	All Participants	0	7	18	**24**	*441*	*307*	*158*	*94*
	Active Participants	0	9	18	20	*128*	*66*	*40*	*30*
D	Nonparticipants	1	15	33	28	*98*	*108*	*81*	*57*
	All Participants	**17**	**33**	**50**	**53**	*276*	*254*	*179*	*130*
	Active Participants	--	--	--	--	*8*	*13*	*0*	*0*
F	Nonparticipants	6	46	55	65	*85*	*96*	*89*	*63*
	All Participants	1	45	65	68	*93*	*147*	*102*	*74*
	Active Participants	2	41	64	73	*47*	*6*	*83*	*73*

Statistically significant differences between participants and nonparticipants are in bold type.

Substantial differences were found in the proportion of participants who had passed their first science Regents exam, compared to nonparticipants.

Percent of Students Passing Their First Science Regents Exam, by Participation Status and Grade Level

Site	Participation Status	Percent Passing Their First Science Regents Test by the End of:				*N*			
		9th Grade	10th Grade	11th Grade	12th Grade	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
B	Nonparticipants	44	45	76	83	*32*	*20*	*17*	*42*
	All Participants	**82**	**86**	**92**	**93**	*1,264*	*1,074*	*644*	*523*
	Active Participants	**84**	**86**	91	**92**	*376*	*321*	*220*	*190*
C	Nonparticipants	14	27	37	40	*1,581*	*961*	*507*	*380*
	All Participants	**23**	**45**	**55**	**65**	*441*	*308*	*159*	*94*
	Active Participants	**24**	**54**	50	**67**	*128*	*67*	*40*	*30*
D	Nonparticipants	33	40	49	39	*98*	*109*	*81*	*57*
	All Participants	**65**	**61**	**61**	**58**	*276*	*254*	*179*	*130*
	Active Participants	--	--	--	--	*8*	*6*	*0*	*0*
F	Nonparticipants	76	68	64	64	*85*	*95*	*89*	*64*
	All Participants	75	**82**	**91**	**92**	*93*	*147*	*101*	*74*
	Active Participants	70	81	**88**	**93**	*47*	*91*	*83*	*73*

Statistically significant differences between participants and nonparticipants are in bold type.

Although similar proportions of participants and nonparticipants had passed the Regents exam in global history and geography by the end of ninth grade, more participants than nonparticipants had passed the exam by the end of eleventh and twelfth grades.

Percent of Students Passing the Regents Exam in Global History and Geography, by Participation Status and Grade Level

Site	Participation Status	Percent Passing Global History and Geography Regents Test by the End of:				*N*			
		9th Grade	10th Grade	11th Grade	12th Grade	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
B	Nonparticipants	6	35	53	64	*32*	*20*	*17*	*42*
	All Participants	2	79	**88**	**77**	*1,264*	*1,074*	*644*	*524*
	Active Participants	2	**79**	**85**	74	*376*	*320*	*221*	*191*
C	Nonparticipants	5	31	42	38	*1,581*	*960*	*508*	*380*
	All Participants	7	**58**	**67**	**64**	*442*	*308*	*158*	*94*
	Active Participants	3	**66**	**68**	**68**	*127*	*67*	*40*	*31*
D	Nonparticipants	21	81	90	86	*98*	*108*	*81*	*57*
	All Participants	13	86	89	88	*276*	*254*	*179*	*130*
	Active Participants	--	--	--	--	*8*	*6*	*0*	*0*
F	Nonparticipants	9	76	67	72	*85*	*95*	*89*	*64*
	All Participants	11	**87**	**89**	**89**	*94*	*147*	*102*	*74*
	Active Participants	9	81	**89**	**90**	*47*	*90*	*83*	*73*

Statistically significant differences between participants and nonparticipants are in bold type.

Similarly, the proportion of participants and nonparticipants who had passed the Regents exam in U.S. history and government by the end of ninth or tenth grade was similar, but more participants than nonparticipants had passed the exam by the end of eleventh and twelfth grades.

Percent of Students Passing the Regents Exam in U.S. History and Government, by Participation Status and Grade Level

Site	Participation Status	Percent Passing U.S. History and Government Regents Test by the End of:				*N*			
		9th Grade	10th Grade	11th Grade	12th Grade	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
B	Nonparticipants	0	10	38	69	*31*	*20*	*16*	*42*
	All Participants	0	9	**74**	74	*1,264*	*1,074*	*644*	*523*
	Active Participants	0	12	72	72	*377*	*320*	*220*	*191*
C	Nonparticipants	0	10	45	52	*1,581*	*961*	*508*	*380*
	All Participants	1	10	**64**	**73**	*442*	*308*	*159*	*94*
	Active Participants	0	11	**65**	**77**	*128*	*66*	*40*	*31*
D	Nonparticipants	0	16	89	89	*98*	*108*	*81*	*57*
	All Participants	1	14	83	87	*276*	*253*	*179*	*130*
	Active Participants	--	--	--	--	*8*	*6*	*0*	*0*
F	Nonparticipants	0	12	63	70	*86*	*95*	*89*	*64*
	All Participants	0	20	**80**	**89**	*93*	*147*	*102*	*74*
	Active Participants	0	**27**	**84**	**92**	*47*	*90*	*82*	*73*

Statistically significant differences between participants and nonparticipants are in bold type.

Finally, as might be expected given earlier patterns, a larger proportion of participants than nonparticipants had passed five Regents exams by the end of twelfth grade.

Percent of Students Passing Five or More Regents Exams, by Participation Status and Grade Level

Site	Participation Status	Percent Passing 5 or More Regents Exams by the End of:				*N*			
		9th Grade	10th Grade	11th Grade	12th Grade	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
B	Nonparticipants	0	15	44	67	*31*	*20*	*16*	*42*
	All Participants	0	32	**80**	**82**	*1,265*	*1,074*	*644*	*524*
	Active Participants	0	34	**77**	79	*377*	*321*	*221*	*190*
C	Nonparticipants	0	2	12	14	*1,581*	*961*	*507*	*380*
	All Participants	0	2	**26**	**35**	*442*	*308*	*159*	*94*
	Active Participants	0	0	23	**39**	*128*	*66*	*40*	*31*
D	Nonparticipants	0	7	46	40	*98*	*108*	*81*	*58*
	All Participants	0	**26**	**66**	**67**	*276*	*254*	*180*	*130*
	Active Participants	--	--	--	--	*8*	*6*	*0*	*0*
F	Nonparticipants	0	34	55	66	*86*	*96*	*89*	*64*
	All Participants	0	46	**81**	**88**	*93*	*147*	*102*	*74*
	Active Participants	0	42	83	**92**	*47*	*91*	*82*	*73*

Statistically significant differences between participants and nonparticipants are in bold type.

Patterns of credits earned toward graduation. In the sites for which sufficient data on high school credits earned were available, the average number of credits earned among participants was significantly higher than the average for nonparticipants. Again, this pattern is not surprising given the higher incidence of educational risk factors among nonparticipants, as described in Appendix A.

Average Number of High School Credits Earned, by Participation Status and Grade Level

Site	Participation Status	Average Number of Credits Earned by:				*N*			
		9th Grade	10th Grade	11th Grade	12th Grade	*9th Grade*	*10th Grade*	*11th Grade*	*12th Grade*
B	Nonparticipants	8.01	10.77	NA		*21*	*17*	*7*	
	All Participants	**11.60**	**18.87**	28.99	NA	*1,069*	*1,064*	*469*	*4*
	Active Participants	**12.08**	**18.89**	29.15		*310*	*319*	*148*	
C	Nonparticipants	6.94	14.64	24.81	NA	*1,280*	*927*	*386*	*3*
	All Participants	**8.61**	**17.10**	**28.53**	35.18	*422*	*306*	*148*	*20*
	Active Participants	**7.76**	**17.17**	27.53		*121*	*66*	*33*	
E	Nonparticipants	NA	NA			*10*	*2*		
	All Participants	11.20	22.83	33.99		*34*	*22*	*14*	
	Active Participants	11.76	21.84	NA		*17*	*13*	*9*	
F	Nonparticipants	9.98	15.65	22.86		*68*	*95*	*68*	
	All Participants	10.49	**17.84**	**26.60**	NA	*73*	*145*	*91*	*6*
	Active Participants	10.11	**17.75**	**26.62**		*36*	*89*	*56*	

Statistically significant differences between participants and nonparticipants are in bold type.

On average, participants earned more high school credits during their first year of exposure to the TASC program than did nonparticipants during the same time period.

Average Number of High School Credits Earned During the First Year of TASC Exposure, by Participation Status

Site	Participation Status	Average Number of Credits Earned During First Year of Exposure	*N*	Standard Deviation	Statistical Comparison to Nonparticipants	
					Statistically Significant at p<.05	Effect Size
B	Nonparticipants	9.17	*17*	4.25		
	All Participants	11.58	*1,065*	3.20	Yes	**0.57**
	Active Participants	12.33	*279*	2.62	Yes	**0.74**
C	Nonparticipants	6.81	*1,395*	4.44		
	All Participants	8.17	*367*	4.40	Yes	**0.31**
	Active Participants	8.22	*99*	4.59	Yes	**0.32**
E	Nonparticipants	NA	*9*	NA		
	All Participants	11.23	*34*	3.48	NA	NA
	Active Participants	11.65	*17*	2.51	NA	NA
F	Nonparticipants	8.99	*121*	3.70		
	All Participants	9.84	*101*	3.28	No	**0.23**
	Active Participants	9.63	*65*	3.44	No	**0.17**

There were insufficient data for analysis about the number of credits earned from Sites A and D.
Effect sizes greater than 0.10 are in bold type.

In the two sites for which sufficient data were available, evaluators examined patterns in the average number of high school credits earned after one year of TASC exposure, controlling for participants' and nonparticipants' performance on the ELA/reading examination when they were in eighth grade. The purpose of this analysis was to control for the most important of the pre-existing differences between participants and nonparticipants, which was their prior achievement. The analysis showed that students in one school who scored at Level 2 ("Basic") in eighth grade and who also participated in a TASC high school project were likely to earn more high school credits after one year of participation than were nonparticipants with similar eighth-grade ELA scores. Although this pattern was also seen among higher achieving students in another school, the Ns for that analysis were quite small.

Average Number of High School Credits Earned, by Performance on the Eighth-Grade ELA Exam

Eighth-Grade Proficiency Level -- ELA	Site	Participation Status	Average Number of Credits Earned in First Year of Exposure	*N*	Standard Deviation	Statistical Comparison to Nonparticipants	
						Statistically Significant at p<.05	Effect Size
1 - Below Basic	C	Nonparticipants	5.19	*146*	3.84	--	--
		All Participants	4.85	*45*	3.42	No	-0.09
		Active Participants	4.39	*17*	3.57	No	**-0.21**
	F	Nonparticipants	--	--	--	--	--
		All Participants	--	--	--	--	--
		Active Participants	--	--	--	--	--
2 - Basic	C	Nonparticipants	6.87	*418*	4.08	--	--
		All Participants	8.70	*106*	4.05	Yes	**0.45**
		Active Participants	9.13	*23*	3.70	Yes	**0.55**
	F	Nonparticipants	9.58	*12*	3.28	--	--
		All Participants	9.42	*20*	3.54	No	-0.05
		Active Participants	9.64	*13*	3.93	No	0.02
3 - Proficient and 4 - Advanced	C	Nonparticipants	9.38	*156*	4.08	--	--
		All Participants	9.56	*73*	4.33	No	0.05
		Active Participants	10.47	*15*	3.46	No	**0.27**
	F	Nonparticipants	10.65	*38*	1.94	--	--
		All Participants	10.93	*52*	2.29	No	**0.14**
		Active Participants	11.50	*18*	2.25	No	**0.44**

Effect sizes greater than 0.10 are in bold type.

Changes in the School Attendance of TASC Participants, Grades 9-12

The evaluation examined students' high school attendance rates in light of their attendance rates in the year prior to their TASC participation, on the theory that, all things being equal, students were most likely to continue the attendance rate patterns they had demonstrated in the past. To facilitate this analysis, evaluators categorized students' attendance rates in the year prior to their TASC participation into quartiles. This method permitted evaluators to compare the attendance rate changes of participants with those nonparticipants who displayed the same attendance history. Analyses conducted using this approach found an overall pattern of decreased school attendance during the first year of TASC participation among students at each quartile. However, the one-year attendance-rate declines were smaller or even reversed among participants but not nonparticipants.

Change in School Attendance Rates by Prior Level of School Attendance After a Year of Exposure to TASC, Grades 9-12, Weighted

Quartile in Year Prior to Exposure to TASC	Participation Status and Duration	Average Percentage Point Change in School Attendance Rate	*N*	Standard Deviation	Statistical Comparison to Nonparticipants		Change in Days (181-Day Year)	Net Change in Days Compared to Nonparticipants
					Significant at p<.05	Effect Size		
1 – Lowest Quartile (Below 88%)	Nonparticipants	-3.92	*503*	0.090	--	--	-7.1	--
	All Participants	-1.48	*997*	0.034	Yes	**.27**	-2.7	4.4
	Active Participants	-1.23	*344*	0.031	Yes	**.30**	-2.2	4.9
2 - Second Quartile (88% to 94%)	Nonparticipants	-9.75	*1,281*	0.218	--	--	-17.6	--
	All Participants	2.89	*261*	0.128	Yes	**.58**	5.2	22.8
	Active Participants	6.26	*70*	0.120	Yes	**.73**	11.3	28.9
3 - Third Quartile (94% to 98%)	Nonparticipants	-7.23	*986*	0.161	--	--	-13.1	--
	All Participants	-1.19	*640*	0.093	Yes	**.38**	-2.2	10.9
	Active participants	0.33	*170*	0.066	Yes	**.43**	0.6	13.7
4 - Highest Quartile (Above 98%)	Nonparticipants	-5.01	*989*	0.118	--	--	-9.1	--
	All Participants	-1.54	*948*	0.063	Yes	**.29**	-2.8	6.3
	Active Participants	-0.73	*298*	0.041	Yes	**.36**	-1.3	7.8

Effect sizes greater than 0.10 are in bold type.

This analysis indicates that TASC participation was associated with positive trends in school attendance among participants in grades 9-12, compared to nonparticipants with similar levels of prior attendance.

Summary of Patterns in Educational Performance Associated with TASC Participation

As the discussions in this paper indicate, it is a fairly straightforward matter to measure the educational performance changes experienced by TASC participants and nonparticipants over the periods specified by the evaluation's analysis parameters. The complexity arises in comparing the performance trajectories of the two groups and determining which patterns, if any, can be reasonably linked to participants' exposure to TASC after-school opportunities. As this paper has described, the difficulty of this comparison is further complicated by evidence of important pre-existing differences at the high school level between participants and nonparticipants.

Viewed from the most cautious perspective, it is safe to say that involvement in after-school activities and experiences supported participants in improving their educational performance relative to nonparticipants. This finding is evident across grade levels and in both test score performance and school

attendance. Whether these differences were driven by after-school participation itself, by measured or unmeasured differences between participants and nonparticipants, or by both factors is a harder question to answer. However, considering information on all the program and participant factors available to the evaluation, the evaluation team concludes that, at the PreK-8 level, the combination of (1) the similarity of participants and nonparticipants on all measured demographic and prior-performance variables and (2) the sheer size of the mathematics differences suggests the likelihood of real after-school benefits for participants, especially for those who participated the most regularly and for more than a year. At the 9-12 level, the team concludes that after-school involvement supported participants in making greater gains than they otherwise would have made especially in school attendance. Although the suggestion of academic gains at the high school level is intriguing, problems in measurement, sample size, and participant/nonparticipant comparability preclude conclusions in this area.

Appendix A

Criteria and Initial Characteristics of Participants, Active Participants, and Nonparticipants

The New York City Department of Education (DOE) provided the evaluation with extracts of data from DOE's student-level administrative data files from the 1997-98 through the 2001-02 school years. Data from the extract include information for each student on:

- School(s) attended
- Student demographic characteristics
- Eligibility for the Free or Reduced Price Lunch program
- Participation in special education
- Whether the student is categorized as an English Language Learner
- Whether the student is categorized as a recent immigrant
- School attendance
- For students who were in grades 3-8 in one of the extraction years: Test scores from the statewide mathematics and English Language Arts (ELA) achievement tests administered in grades 4 and 8 and the comparable citywide tests administered in grades 3, 5, 6, and 7
- For students who were in grades 9-12 in one of the extraction years: Course credits earned in each year, and scores, dates taken, and number of times tested and passed for the Regents exams in English, math (Math A and Sequential I-III), foreign language, earth science, biology, chemistry, physics, global history, U.S. history and government

The files provided by DOE contain data for every student who ever attended a TASC host school during the 1998-99, 1999-2000, 2000-01, or 2001-02 school years. Information provided for each student is longitudinal, meaning that it includes data for each school-year from 1997-98 through 2001-02 or for the subset of years a student was enrolled in a New York City school. New York City changed the ELA and mathematics tests administered between the 1997-98 and 1998-99 school years. As a result, scores from the 1997-98 tests are not comparable to later years, and were not included in analysis.

One of the challenges in using this large number of records was selecting the appropriate set of nonparticipants to use as the comparison group for the study of TASC after-school program effects on participants. The evaluation dealt with the threat of contamination of the comparison group by setting criteria for the completeness of the enrollment and attendance records for each TASC site. According to these criteria, a TASC site had to submit eight months of attendance

data (September-May) in a given year in order to be considered a host school and to be included in analysis.

Certain groups of students were excluded from all analyses regardless of their TASC participation status. These students were removed either because it was unclear whether they attended a TASC host school in a certain year, because their participation status was uncertain, or because they were missing data required for analysis. Students who had the following characteristics were excluded from the analyses presented in this report:

- Students who were recorded as enrolled in a TASC project but who never attended a day of the project
- Students who never attended a TASC host school in a year in which the project was open, according to DOE records
- Students who were missing school attendance information for every year that they attended a TASC host school

The evaluation defines a nonparticipant as any student who attended a TASC host school while a project was open and who did not participate in a TASC project in any year. To define this pool, evaluators started with a list of all students who attended a host school in a given year, and then subtracted all students who participated that year or had ever participated in a TASC project.

Each year, some of the TASC projects fail to record or transmit complete project enrollment and attendance information. In these instances, there is a risk that some students participated in the TASC project but were never recorded as having attended. To eliminate the risk of a contaminated nonparticipant pool (i.e., that some participants are inadvertently included in the list of nonparticipants), all students for whom the evaluation did not have a concrete record of enrollment and attendance were removed from the analysis. The decision rule used is that, to be included as a host school for analysis of both participants and nonparticipants, the school's TASC project must have had the following attendance data:

- For schools hosting TASC sites that opened in fall 1998, at least seven months of TASC attendance data during the 1998-99 school year and at least eight months of data during the 1999-2000, 2000-01, and 2001-02 school years
- For schools hosting TASC sites that opened in spring 1999, at least four months of TASC attendance during the 1998-99 school year and at least eight months of data during the 1999-2000, 2000-01, and 2001-02 school years

- For schools hosting TASC sites that opened in fall 1999, at least eight months of TASC attendance during the 1999-2000, 2000-01, and 2001-02 school years

- For schools hosting TASC sites that opened in spring 2000, at least four months of TASC attendance during the 1999-2000 school year and at least eight months of data in the 2000-01 and 2001-02 school year

Once the evaluation determined which participants and nonparticipants would be included in the study sample, evaluators grouped them by the number of years they were exposed to a TASC project. Evaluators compared changes in participants' academic achievement after their first year of TASC attendance to changes in nonparticipants' achievement after their first year attending a TASC host school. Similarly, changes in participants after two years of TASC exposure were compared to changes in nonparticipants who attended TASC host schools for the same amount of time.

Participants were also broken out into groups based on patterns of their participation in TASC. Two groups of TASC participants were created:

- **All participants** were students who attended a TASC project for at least one day in any of the four years examined

- **Active participants** were students who attended a TASC project and met the active participation threshold (i.e., attended for at least 60 days and 60 percent of the days that it was possible for them to attend) in consecutive years of TASC participation

As shown in the following tables, if a participant met the active participation in the first year of participation and participated a second year but attended fewer than 60 days, the participant was considered active for one year of exposure to TASC.

Selection of Exposure Groups for All Participants

Year(s) of TASC Participation				All Participants	
Year 1	Year 2	Year 3	Year 4	1 Year Change	2 Years Change
P	P	P	P	✓	✓
P	P	P	~	✓	✓
~	P	P	P	✓	✓
P	P	~	~	✓	✓
P	P	~	P	✓	✓
~	P	P	~	✓	✓
~	~	P	P	✓	✓
P	~	P	~	✓	
P	~	P	P	✓	
P	~	~	~	✓	
P	~	~	P	✓	
~	P	~	P	✓	
~	P	~	~	✓	
~	~	P	~	✓	
~	~	~	P	✓	

P: Participated in TASC
~: Did not participate in TASC

Selection of Exposure Groups for Active Participants

Year(s) of TASC Participation				Active in All Years of Participation	
Year 1	Year 2	Year 3	Year 4	1 Year Change	2 Years Change
A	A	A	A	✓	✓
A	A	A	not A	✓	✓
~	A	A	A	✓	✓
~	A	A	not A	✓	✓
~	~	A	A	✓	✓
A	A	not A	not A	✓	✓
A	A	not A	A	✓	✓
~	A	not A	A	✓	
~	~	A	not A	✓	
~	~	~	A	✓	
~	A	not A	not A	✓	
A	not A	not A	not A	✓	
A	not A	not A	A	✓	
A	not A	A	not A	✓	
A	not A	A	A	✓	

A: Active, participated in TASC >60 days and >60%
not A: Did not participate in TASC, or participated in TASC <60 days or <60%
~: Did not participate in TASC

The preceding decision rules permitted evaluators to generate background data on participants and nonparticipants, as shown below.

Comparison of Student Characteristics, by Participation Level, Grades PreK-8, 2001-02

Measure		Active Participants *N=13,621*	All Participants *N=19,021*	Nonparticipants *N=36,343*
Gender				
	Male	48%	49%	51%
	Female	52%	51%	49%
Race/ethnicity				
	Hispanic	49%	48%	52%
	African American	39%	37%	28%
	Asian or Pacific Islander	7%	7%	13%
	White	5%	7%	7%
Free/reduced price lunch eligibility				
	Free	85%	84%	84%
	Reduced	7%	7%	7%
	Full price	7%	8%	8%
	Unknown	1%	1%	1%
Recent immigrant				
	Yes	8%	7%	9%
	No	92%	93%	91%
English Language Learner				
	Yes	14%	14%	17%
	No	86%	86%	83%
Special education status				
	Special education student	6%	7%	6%
	Not special education student	94%	93%	94%
Baseline achievement (Grades 3-8 only)*				
	Reading score	651	651	646
	N=	*2,875*	*5,497*	*8,696*
	Math score	645	645	640
	N=	*3,037*	*5,727*	*9,098*
Baseline school attendance *				
	Days present	93%	93%	91%
	N=	*10,528*	*15,753*	*20,840*

* Baseline achievement and attendance measures are averages that have been weighted by the proportion of students in each grade.

Comparison of Student Characteristics, by Participation Level, Grades 9-12, 2001-02

Measure		Active Participants *N=1,016*	All Participants *N=2,189*	Nonparticipants *N=1,961*
Gender				
	Male	48%	47%	50%
	Female	52%	53%	50%
Race/ethnicity				
	Hispanic	45%	49%	42%
	African American	32%	29%	47%
	Asian or Pacific Islander	11%	9%	4%
	White	12%	13%	7%
Free/reduced price lunch eligibility				
	Free	61%	61%	80%
	Reduced	15%	14%	9%
	Full price	23%	24%	11%
	Unknown	1%	1%	0%
Recent immigrant				
	Yes	6%	5%	8%
	No	94%	95%	92%
English Language Learner				
	Yes	11%	10%	23%
	No	89%	90%	77%
Special education status				
	Special education student	6%	6%	21%
	Not special education student	94%	94%	79%
Prior achievement (Grade 8)				
	Reading score	706	705	680
	N=	*629*	*1,440*	*1,126*
	Math score	713	711	676
	N=	*680*	*1,510*	*1,205*
Prior school attendance (Grade 8)				
	Days present	96%	95%	91%
	N=	*839*	*1,814*	*1,309*

Grade Distribution, by Participation Level and Grade, Grades PreK-8, 2001-02

Grade in 2001-02	Active Participants *N=13,621*	Participants *N=19,021*	Nonparticipants *N=36,343*
PreK	0%	0%	5%
K	9%	8%	14%
1	17%	16%	14%
2	17%	16%	11%
3	17%	16%	11%
4	16%	15%	10%
5	13%	13%	11%
6	5%	7%	8%
7	3%	5%	8%
8	3%	4%	8%
Total	100%	100%	100%

Grade Distribution, by Participation Level and Grade, Grades 9-12, 2001-02

Grade in 2001-02	Active Participants *N=1,016*	Participants *N=2,189*	Nonparticipants *N=1,961*
9	31%	32%	42%
10	25%	29%	23%
11	26%	21%	11%
12	15%	14%	7%
Ungraded HS Special Education	4%	4%	18%
Total	100%	100%	100%

Appendix B

Details of Data Used in Analysis of Changes in School Attendance

Distribution of Students with One Year of Exposure, by Participation Group and Base-Year Grade (K-7), Unweighted

Base Grade	Active Participants	All Participants	Nonparticipants	All Students
PreK	4%	4%	2%	3%
K	21%	18%	12%	14%
1	18%	16%	12%	14%
2	16%	15%	12%	13%
3	14%	14%	13%	13%
4	12%	13%	15%	14%
5	7%	9%	13%	12%
6	4%	6%	13%	10%
7	3%	4%	9%	7%
Total	100%	100%	100%	100%
N	*19,119*	*34,114*	*44,655*	*78,769*

Weights Applied to Adjust for Enrollment, by Base-Year Grade (K-7) Students with One Year of Exposure

Base Grade	Active Participants *(N=19,119)*	All Participants *(N=34,114)*	Nonparticipants *(N=44,655)*
PreK	0.625855	0.75682007	1.321345
K	0.679258	0.798290457	1.236465
1	0.733608	0.830772821	1.182275
2	0.829988	0.889750627	1.103489
3	0.907967	0.942397838	1.048506
4	1.118149	1.069562143	0.953084
5	1.53815	1.212775632	0.882777
6	2.328325	1.554394675	0.787435
7	2.785351	1.61020905	0.777107

Distribution of Students with Two Years of Exposure, by Participation Group and Base-Year Grade (K-6), Unweighted

Base Grade	Active Participants	All Participants	Nonparticipants	All Students
PreK	5%	4%	3%	3%
K	24%	21%	14%	17%
1	22%	20%	15%	17%
2	19%	18%	16%	17%
3	16%	16%	18%	17%
4	6%	6%	7%	7%
5	4%	7%	12%	10%
6	3%	6%	17%	13%
Total	100%	100%	100%	100%
N	*5,942*	*10,849*	*21,015*	*31,864*

Weights Applied to Adjust for Enrollment, by Base-Year Grade (K-6) Students with Two Years of Exposure

Base Grade	Active Participants *(N=5,942)*	All Participants *(N=10,849)*	Nonparticipants *(N=21,015)*
PreK	0.582152	0.740506	1.236819
K	0.67486	0.804979	1.152573
1	0.759256	0.856669	1.100618
2	0.868927	0.937916	1.037525
3	1.070179	1.087179	0.958024
4	1.102376	1.064081	0.968143
5	2.634549	1.508013	0.844545
6	4.327854	2.308549	0.763524

Change in School Attendance Rates between the Year Prior to Enrolling and After One Year of Exposure by Base-Year Grade (K-7), Weighted

Grades Compared	Mean								
	Active Participants			All Participants			Nonparticipants		
	BASE YEAR	After 1 Year	Change	BASE YEAR	After 1 Year	Change	BASE YEAR	After 1 Year	Change
Pre-K to K	85.79%	92.27%	6.48%	86.68%	91.10%	4.42%	85.98%	90.14%	4.16%
K to 1	90.77%	93.31%	2.54%	90.77%	92.59%	1.82%	88.68%	91.12%	2.43%
1 to 2	92.86%	93.91%	1.05%	92.42%	93.19%	0.77%	91.20%	91.79%	0.59%
2 to 3	93.62%	94.36%	0.74%	93.12%	93.65%	0.54%	92.02%	92.32%	0.30%
3 to 4	94.16%	94.83%	0.67%	93.69%	94.08%	0.39%	92.79%	92.86%	0.07%
4 to 5	94.44%	95.01%	0.57%	93.80%	94.08%	0.28%	93.05%	93.05%	0.00%
5 to 6	95.06%	94.61%	-0.44%	94.32%	93.99%	-0.34%	93.68%	92.28%	-1.40%
6 to 7	94.56%	93.99%	-0.58%	93.96%	93.07%	-0.89%	92.96%	90.78%	-2.19%
7 to 8	93.21%	93.68%	0.48%	92.75%	92.89%	0.14%	91.07%	89.68%	-1.39%
All Grades	94.47%	94.22%	0.75%	92.88%	93.41%	0.53%	91.73%	91.84%	0.11%
Grades Compared	Standard Deviation								
	Active Participants			All Participants			Nonparticipants		
	BASE YEAR	After 1 Year	Change	BASE YEAR	After 1 Year	Change	BASE YEAR	After 1 Year	Change
Pre-K to K	.12001	.06073	.10466	.11567	.07271	.09571	.11986	.08824	.11121
K to 1	.08669	.05728	.07261	.08091	.06594	.06789	.09997	.08497	.08827
1 to 2	.06033	.05257	.04974	.06434	.06144	.05486	.07618	.08263	.07323
2 to 3	.05992	.05118	.05003	.06167	.05651	.05256	.07147	.08432	.07592
3 to 4	.05529	.04745	.04305	.06048	.05715	.05113	.06906	.07735	.06778
4 to 5	.05517	.04635	.04441	.05971	.05570	.05013	.06845	.07084	.05877
5 to 6	.05150	.06004	.05019	.05625	.06038	.05057	.06525	.09219	.07977
6 to 7	.06433	.06662	.06295	.06259	.06929	.05976	.07452	.11577	.09800
7 to 8	.07951	.06506	.07281	.08073	.07478	.06681	.10027	.12265	.08975
All Grades	.06779	.05597	.05829	.06941	.06262	.05882	.0176	.09011	.08086
Grades Compared	*N*								
	Active Participants			*All Participants*			*Nonparticipants*		
Pre-K to K	*221*			*952*			*1,259*		
K to 1	*1,348*			*4,817*			*6,351*		
1 to 2	*1,366*			*4,653*			*6,151*		
2 to 3	*1,357*			*4,535*			*5,994*		
3 to 4	*1,360*			*4,489*			*5,928*		
4 to 5	*1,647*			*4,764*			*6,289*		
5 to 6	*1,442*			*3,910*			*5,166*		
6 to 7	*1,255*			*3,371*			*4,454*		
7 to 8	*899*			*2,449*			*3,235*		
All Grades	*10,895*			*33,941*			*44,827*		

Change in School Attendance Rates between the Year Prior to Enrolling and After Two Years of Exposure by Base-Year Grade (K-6), Weighted

Grades Compared	Mean								
	Active Participants			All Participants			Nonparticipants		
	BASE YEAR	After 2 Years	Change	BASE YEAR	After 2 Years	Change	BASE YEAR	After 2 Years	Change
Pre-K to 1	88.27%	93.77%	5.50%	87.41%	92.95%	5.54%	87.61%	92.22%	4.61%
K to 2	92.44%	94.48%	2.04%	91.81%	93.76%	1.95%	90.16%	92.92%	2.75%
1 to 3	93.59%	94.66%	1.07%	93.13%	94.26%	1.13%	92.16%	93.36%	1.20%
2 to 4	94.33%	95.27%	0.94%	93.84%	94.68%	0.84%	92.73%	93.61%	0.89%
3 to 5	94.76%	95.50%	0.74%	94.37%	94.87%	0.50%	93.49%	93.63%	0.14%
4 to 6	95.11%	95.20%	0.09%	94.13%	94.39%	0.26%	93.19%	92.53%	-0.66%
5 to 7	95.31%	94.77%	0.54%	95.20%	94.27%	-0.93%	94.13%	91.96%	-2.17%
6 to 8	95.16%	94.01%	0.84%	95.04%	93.84%	-1.20%	93.63%	91.11%	-2.52%
All Grades	94.04%	94.83%	0.88%	93.41%	94.27%	0.82%	92.29%	92.95%	0.66%
Grades Compared	**Standard Deviation**								
	Active Participants			**All Participants**			**Nonparticipants**		
	BASE YEAR	**After 2 Years**	**Change**	BASE YEAR	**After 2 Years**	**Change**	BASE YEAR	**After 2 Years**	**Change**
Pre-K to 1	0.09645	0.05325	0.0814	0.10203	0.06254	0.08267	0.09703	0.07699	0.09694
K to 2	0.06446	0.0492	0.05599	0.06734	0.062	0.06495	0.08242	0.07008	0.0765
1 to 3	0.0544	0.04927	0.05002	0.06016	0.05304	0.05332	0.06824	0.07258	0.06681
2 to 4	0.05366	0.04658	0.04598	0.05517	0.05311	0.0521	0.06666	0.06817	0.06513
3 to 5	0.05118	0.0449	0.0436	0.05426	0.05152	0.04616	0.06219	0.06798	0.0612
4 to 6	0.04786	0.0473	0.04129	0.0585	0.05426	0.0549	0.06344	0.0856	0.07259
5 to 7	0.04412	0.04694	0.04802	0.04473	0.05464	0.0534	0.05902	0.08851	0.07497
6 to 8	0.05478	0.08251	0.08262	0.05216	0.0686	0.06432	0.06461	0.10131	0.08898
All Grades	0.05787	0.05404	0.05697	0.06224	0.05761	0.05863	0.07158	0.07706	0.07468
Grades Compared	**N**								
	Active Participants			***All Participants***			***Nonparticipants***		
Pre-K to 1	*183*			*348*			*636*		
K to 2	*974*			*1,859*			*3,389*		
1 to 3	*986*			*1,894*			*3,470*		
2 to 4	*979*			*1,866*			*3,419*		
3 to 5	*1033*			*1,937*			*3,546*		
4 to 6	*384*			*738*			*1,355*		
5 to 7	*595*			*1,137*			*2081*		
6 to 8	*831*			*1,480*			*2,707*		
All Grades	*5,965*			*11,259*			*20,603*		